PROVINCE OF NEW BRUNSWICK

RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG-TERM DEVELOPMENTAL SPECIAL NEEDS

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FOREWORD

This resource and curriculum guide is intended to aid in the planning, implementation and evaluation of education programs for long-term developmental special needs children, youth and adults. In addition, the guide is designed to be useful for teaching pupils who have significant, but temporary, delays in their development. These delays may be specific or encompass all areas of development. The guide, therefore, may be helpful to special and regular education teachers who need to provide supplemental assistance to pupils who may have mild or moderate developmental or learning disabilities. Some techniques and materials are provided for pupils with physical disabilities and multiple handicaps.

Initially, the resource and curriculum guide is a reference for teachers to assist them in evaluating and selecting commercially-produced curriculum programs that have been used effectively in classes for these pupils. Since the commercially-produced curriculum programs that are reviewed in this guide already incorporate specific behavioral objectives and activities, these curriculum components were not replicated. By allowing teachers and others who work closely with specific groups to modify established curricula, more effective and individualized educational programming can be achieved.

The guide was developed using a variety of resources and references. Input from teachers, parents, special educators, and other professionals was utilized. The major focus was on the particular and special educational needs of the population to be served. As a result, the emphasis of the guide is on assessing those individual needs as well as developing and implementing individualized and total class educational programs for pupils.

It is apparent that more and more people are becoming challenged by the special needs of all children and youth. Consequently, the curriculum is in a constant state of change and expansion. This guide has been devised to incorporate additional information and modifications as they develop in special education. Similarly, supplementary information and adaptions are requested from teachers, parents and others using the guide. In this way, subsequent editions of the guide can reflect these changes, and more appropriately meet the educational needs of our pupils.

OVERVIEW

The guide is organized in five chapters. The philosophical considerations for educating pupils with long-term developmental special needs and definitions are provided in the first chapter. Also, the major goal of education for these pupils is described. In the last part of the chapter, ways of involving parents in the development and implementation of educational programming are described.

Descriptions of major curriculum domains identified as most relevant for achieving adaptive behavior skills are presented in the second chapter of the guide.

The procedures used in devising a systematic instructional program is described in the third chapter. Each instructional process phase is discussed in detail. Included in this section are descriptions of assessment, goals, objectives, evaluation procedures, and pertinent instructional methods, all specifically designed for pupils with long-term developmental special needs. Lists of standard scales and suggested educational forms are also contained in this chapter.

Commercially-produced curriculum programs are described in the fourth chapter. These programs were developed and pilot-tested by special educators in the field of mental retardation. Also, additional information on each program is presented by the Auxiliary Class teachers in New Brunswick who pilot-tested these programs in their classes.

Resources and references are listed in the fifth chapter. Informational sources on curriculum, materials, teaching techniques, assessment and other references related to education and instruction are presented in an annotated format. The resources and references contained in this section are available in various locations throughout the Province and may be requested for short-term loan.

The last section is followed by the selected references used throughout the guide and the appendices which are related to the instructional process.

LIST OF TABLES

Table Page

2.1 Major Curriculum Areas by Instructional Level, Average Percent of Time, and Approximate Minutes per Day of Instructional Emphasis 10

3.1 Instruments for Assessing Long-Term Developmental Special Needs 28

3.2 Prompt Levels 39

3.3 Teaching Strategies 41

3.4 Organizational Considerations 52

LIST OF FIGURES

Figure Page

2.1 Major Curriculum Areas by Instructional Level and Approximate Percent of Emphasis 11

2.2 The Development of Movement Skills 15

3.1 Systematic Instructional Model 22

3.2 Form I Annual Pupil Information 25

3.3 Form II Pupil/Parent Information as Identified by the Parent 26

3.4 Form III Summary of Pupil's Educational Needs 32

3.5 Form IV Progress Record:
Pupil's Prioritized Instructional Objectives 36

3.6 Key for Evaluation 38

3.7 Time Table 55

TABLE OF CONTENTS

Page

Chapter I — Introduction to Education for Pupils with Long-Term Developmental Needs 1
  Philosophical Considerations 1
  Definitions 3
  Major Educational Goal 4
  Parent Involvement 5
  Parent-Teacher Responsibilities in Program Planning and Review 6

Chapter II — Curriculum Content Areas 9
  Instructional Emphasis 9
  Description of Curriculum Areas 12
    Self-Care 12
    Communication 12
    Personal/Social 13
    Perceptual Motor/Physical Education 14
    Functional Academics 16
    Recreation and Leisure Time 17
    Home, Economic and Vocational Skills 18
  Summary 19

Chapter III — The Systematic Instructional Process 21
  Introduction 21
  Assessment 23
  Long Term Goals 30
  Short Term Goals 31
  Instructional Objectives 34
  Methods — Materials 40
  Organization 51
  Teacher Style 56
  Child Behavior 56
  Evaluation 56
  Summary 57

Chapter IV — Commercial Curriculum Program Descriptions and Information 59

Chapter V — Commercial Resource and Reference Materials 61
  Codes and Titles for Resource and Reference Materials 62

Selected References 66

Page

Appendix 68
A Parent-Teacher Conferences: A Guide for Teachers 68
B Task Analysis 70
C Picture Symbol Systems 73
D Samples of Completed Provincial Forms I-IV 73
E The Litton Behavioral Assessment Guide for the Mentally Retarded and Severely Handicapped 87
F Publishers of Assessment Instruments 107
G Eliminating Problem Behaviour 108
H Sample Evaluation Forms 112
I Sample Pupil Progress Report 116
J Location, Address and Person to Contact for Loan of Resource and Reference Materials 118
K Request for Materials Form 119

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Chapter I — Introduction to Education for Pupils with Long-Term Developmental Needs

Philosophical Considerations

The major purpose of education is to contribute to the enculturation of human beings, that is, to produce functioning productive people. Education, in general, assists in the achievement of this goal in three ways: by providing for acquisition of knowledge, by contributing to the development of vocational competence, and by supporting the individual's self-actualization process (Litton, 1978). These coordinates of development are applicable for educating long-term special needs pupils as well as other pupils. As stated by Gall (1981), "We must define education as including more than a traditional academic focus."

> Education is the process whereby an individual is helped to develop new behavior or to apply existing behavior . . . we do not limit ourselves to the so-called academica . . . Indeed, we include those very complex bits of behavior which help to define an individual as human. We include such skills as toilet training, dressing, grooming, communications and so on (Roos, 1971, p. 2).

Thus, in consideration of the particular needs of pupils with long-term developmental special needs, the educational program should also focus on the development of adaptive behavior, that is, the development of personal independence and social responsibility (Grossman, 1975).

Adaptive behavior is of critical importance in program development for the pupils with long-term developmental special needs inasmuch as the major identifying criterion which leads to an individual being classified with long-term special needs is deficiency in adaptive behavior. According to Grossman's American Association on Mental Deficiency (AAMD) definition of mental retardation, these deficits, for early childhood, school-aged youth, and adults, may be reflected in the following areas:

> sensory-motor skills development, communication skills, self-help skills and socialization; application of appropriate reasoning and judgment in mastery of the environment, and social skills; and vocational and social responsibilities and performance (Grossman, 1975, p. 13)

Based on the importance of adaptive behavior as maintained by AAMD, the aims of the curriculum should emphasize provisions for educational experiences that develop daily living, social and vocational skills. These life skills should be developed in a manner that will enhance the individual's ability to function as independently as possible at home, in the community, and in a vocational environment.

An important component of the curriculum is the inclusion of the normalization principle (Nirje, 1969; Wolfensberger, 1972). The education curriculum should provide pupils with education experiences and services that are as similar to the norm of society as possible, but yet are as highly specialized as necessary to meet the needs of individual pupils. Moreover, the program should enhance social and vocational development to help these pupils become accepted and contributing members of society. In order to facilitate the acceptance of long-term special needs persons, it is important to involve the family and community in the education and awareness of pupils' abilities and societal needs. The curriculum should incorporate the resources of the family and the community to meet these goals.

If the principal of normalization is to be practised in the school environment, then pupils with long-term special needs and other handicapped and non-handicapped pupils should share interactions and contacts whenever possible. In the past, self-contained homogeneous groupings of these pupils were recommended by educational systems. As a result, these rigid, separate groupings

> impeded many handicapped and non-handicapped students from acquiring the skills, values and attitudes necessary to function in heterogeneous multi-faceted and interpersonally complex adult environments (Brown, Nietupski, & Hamre - Nietupski, 1976, p. 4)

Since a major goal of education for this group of pupils is to assist them to function socially and effectively in the community, the program should require contacts with other handicapped and non-handicapped persons.

Another responsibility of education is to provide opportunities and experiences that will develop the pupils' abilities to the highest degree possible, that is, allowing them to realize their full potential. The curriculum should be developmental and comprehensive to ensure that all pupils' educational needs are accommodated within the program. The approach should be functional so that the skills included in the curriculum are relevant and useful to achieve the goal of greater independence. For long-term special needs pupils, this includes developing abilities in each of the following skills areas: self-care, communication, personal/social behavior, perceptual motor/physical education, functional academics, recreation/leisure-time, and home, economic and vocational (Litton, 1978).

Learning is a continuous process; it does not end when pupils leave the educational environment. Focusing on this aspect, the curriculum should include appropriate skill areas and objectives for special needs children, youth, and adults. This lifelong approach facilitates the opportunity for educational experiences and learnings throughout their lives. With the inclusion of adult education, the family and community can be guided in assuming the responsibility of assisting the adults in the acquisition and maintenance of life skills.

The teachers continue to be the most important human element in planning and implementing educational programs for pupils with long-term developmental special needs. Teachers can be assisted by curriculum, program, and resource guides, but only through the teacher's expertise, motivation, and teaching abilities, will the pupils acquire functional skills that will allow them to become more independent, more socially adaptive and more productive.

DEFINITIONS

In defining pupils with long-term developmental special needs the generic term, mental retardation, will be described and then related to the classificatory terms of moderately, severely, and profoundly mental retarded. Additionally, the generic and classificatory definitions will be expanded from an educational perspective.

Definition of Mental Retardation

The most comprehensive and traditionally accepted definition adopted by various professional disciplines is the American Association on Mental Deficiency (AAMD) definition of mental retardation (Grossman, 1975):

> Mental retardation refers to significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behavior, and manifested during the developmental period.

Classificatory Definition

Using the AAMD definition of mental retardation the following descriptions would apply for the term "long-term developmental special needs":*

1. "significant subaverage intellectual functioning" refers to individuals who have a full scale intelligence quotient of 50 (±5) or below as measured on one or more standardized individual intelligence tests;
2. "concurrent deficits in adaptive behavior" refers to how effectively and to what degree individuals meet standards of social responsibility and personal independence for their culture and age. In early childhood, these deficits may be reflected in sensory-motor, communication, self-help, and socialization skills. The skill deficiencies that are experienced during childhood and early adolescence are in the application of basic academics in daily living activities, the application of appropriate reasoning and judgment in mastery of the environment, and social skills. In late adolescence and adult life, these deficits may be shown in vocational and social responsibilities. Adaptive behavior scales in conjunction with observations, interviews and clinical judgment should be used in measuring and evaluating adaptive behavior; and

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*herein will be referred to as pupils with long-term developmental special needs or special needs pupils.

3. "developmental period" refers to the onset of mental retardation between the period of birth to the age of 18 years. (Grossman, 1975)

Educational Definition

Litton (1978) defines the term trainable mentally retarded as approximately equivalent to the severe and moderate AAMD levels of mental retardation in both adaptive behavior and general intelligence. From an education perspective and expanding on Litton's identification of the learning areas and abilities of the pupils who are described in this guide as "pupils with long-term developmental special needs,"* the following definition is given:

> Individuals with long-term developmental special needs are capable of learning in varying degrees within the areas of: personal, social, self-help, communication, motor, functional academic, domestic and vocational. Persons with long-term developmental special needs may "be partially dependent and may need supervision for maintenance and help in adult daily living" (Litton, 1978, pp. 10-11). Based on each special needs person's abilities and interests, occupational performance may be in competitive or non-competitive community employment situations.

Although definitions attempt to delimit the concept of concern, this group of individuals will exhibit varying degrees of abilities and disabilities including a range from severe to moderate intellectual functioning, from specific organic disorders to no obvious physical handicapping conditions, from gross social maladaption to moderate social deficiencies, and from severe sensory disabilities to no sensory impairments. Although special needs persons may be defined and grouped for educational instruction, their abilities and disabilities are more heterogeneous in nature than homogeneous. Consequently, an individual and thorough evaluation which emphasizes the assessment of adaptive behavior is mandatory before a child or youth can be classified and instructed educationally as a pupil with long-term developmental special needs.

MAJOR GOAL OF EDUCATION FOR THE PUPIL WITH LONG TERM DEVELOPMENTAL NEEDS

The ultimate educational goal is to develop knowledge, skills, attitudes and behaviors that will facilitate the child's ability to function as independently as possible at home, in the community and in a vocational setting. This goal can most appropriately be met through a structured program that emphasizes the development and maintenance of skills in the following curriculum areas (Litton, 1978):

self-care
communication
personal/social behavior
perceptual motor/physical education
functional academics
recreation/leisure-time
home, economic and vocational

Although these seven distinct skill areas are identified for inclusion in a curriculum, many skills incorporate more than one skill area, and thus, cannot be taught in isolation from other skills and areas. Moreover, these seven areas can serve only as a guideline for appropriate instruction that will facilitate the acquisition of life skills. It is the teacher's responsibility to plan carefully and to integrate experiences and environments that realistically reflect the pupil's present and future needs. Consequently, to realize the educational goal, it is essential that the selection of curriculum areas and specific skills to be taught be based on the assessment of identified strengths and needs of each pupil and incorporate this with the total learning environment.

PARENT INVOLVEMENT

Parents are the key figures in a child's development yet often they are ignored in regard to assessment and educational programs concerning their children. According to Mittler (1974), studies indicate that the influence of the home is greater than school and that children, whose parents take an active part in their education do better at school than those whose parents appear to lack interest. Mittler continues by stating that we, as educators, owe it to the parents to help them develop and maintain a sense of purpose from the beginning and to foster a positive attitude toward the possibilities of their children.

Many schools recognize the importance of the home-school link but this by itself is not enough. Parents, for example, may support social and fund raising events but still remain unaware of their child's activities in the classroom. It is all too common for the teaching to take place in a "9 to 3" vacuum with teachers and parents having absolutely no idea what the other is doing or trying to do.

Professor David Jory, relating Gall's (1981) Communications in Wellington, New Zealand, states that parents have particularly important contributions to make in both the developmental and implementational phases of programming and they must be viewed as full partners in the educational process. Perhaps, then, the most effective and necessary way to involve the parents is by including them as "educational team members" in planning their child's instructional program. Teachers can also be facilitators in the following ways.

1. communicating pupil progress to the parents on a regular basis,
2. sharing techniques with parents regarding ways to modify child's inappropriate home and school behaviors,
3. suggesting skills parents can help to develop and/or maintain in the home/community environments,
4. advising parents of other agencies and community resources that may provide additional support and services to the parents and their child,
5. assisting the parents in a supportive capacity,
6. inviting the parents to participate in school activities and on field trips,
7. inviting the parents to observe in the classroom,

8. providing daily/weekly communication with parents through reports, notes, or homework books including means for reciprocal communication.

PARENT-TEACHER RESPONSIBILITIES IN PROGRAM PLANNING & REVIEW

At the school-based programming level, all parents should be encouraged to contribute pupil and family information which can be recorded on Form I, Annual Pupil Information (See Chapter III). Also, as stated earlier, parents should participate in the development of their child's program by specifying their own concerns and needs as well as their child's interests and needs. This information, recorded on Form II, Pupil/Parent Information as Identified by the Parent (See Chapter III) will aid the teacher in identifying skills for development that are particularly important to the pupil in the school, home and community environments.

The pupils' educational program should be developed and/or modified, and reviewed at least once a year. At this time, parents should be invited to share their concerns and identify needs and objectives for their child which will help the teacher in selecting and planning a relevant, realistic, and functional educational program for the pupil. The specific type and frequency of parental contact will vary according to need and this "union" may therefore take place individually in the home or at school with the teacher, in small group discussions or perhaps formal workshops. There are a variety of resources available for teachers to help them in promoting better communication with their parents. Elizabeth Webster (1977), in her book, *Counselling with Parents of Handicapped Children – Guidelines for Improving Communication*, draws on her vast experience and provides information on such topics as counsellor attitudes, listening, asking questions, grouping parents, termination session, and written communication. The New Brunswick Teachers' Association provides a pamphlet (See Appendix A) to help teachers in planning before, during, and after parent-teacher conferences. Also, Turnbull (1978) recommends that teachers utilize a list of questions prior to and/or during a programming meeting with parents. Suggested questions included:

1. What skills would you most like your child to learn?
2. Are there concerns about your child's functioning at home that could be addressed by work at school?
3. What aspects of your child's behavior do you believe need to be improved?
4. What do you believe to be your child's strengths and weaknesses?
5. What methods have you found to be effective in rewarding and punishing [disciplining] your child?
6. To what extent does your child interact with children in the neighborhood?
7. What are your feelings about providing opportunities for your child to interact with non-handicapped children?

(p. 462)

By using the following information obtained from the parents: 1) answers to the above suggested questions; 2) responses to Form II (See Chapter III); and 3) input at parent-teacher meetings, the teacher, parents, and other significant staff can all share in the responsibility for planning and evaluating the pupil's program and objectives.

In order that successful learnings may take place, it is necessary for teacher and parents to mutually cooperate so that **consistent** strategies and training can be implemented both at school and at home. The teacher should schedule periodic meetings throughout the school year to share a consistent instructional plan and to assist the parents in meeting the prescribed objectives for their child.

Chapter II — Curriculum Content Areas

The seven curriculum content areas (Litton, 1978) identified to help facilitate skill acquisitions are:

self-care
communication
personal/social behavior
perceptual motor/physical education
functional academics
recreation/leisure-time
home, economic and vocational

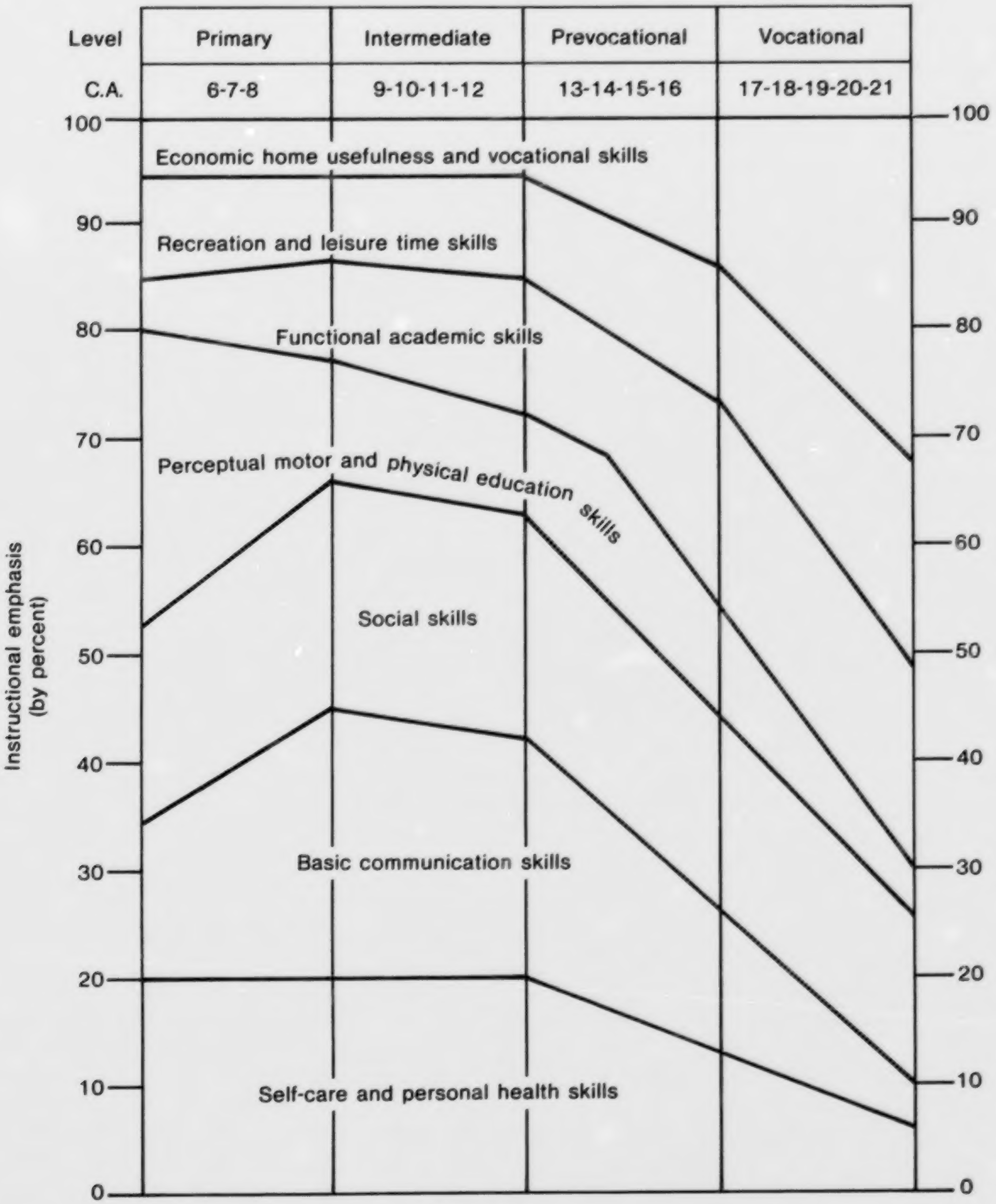
These areas will be further described in terms of their specific component parts or subareas. Some areas and subareas as well as particular skills are more age and developmentally appropriate at given periods in the educational program and in adult life. Because the long-term special needs population is a heterogeneous group with varying ages, abilities, disabilities, and needs, it is difficult to establish *strict* categories or levels (e.g. primary, intermediate, secondary) of when to teach in a specific skill area or a particular skill. For the most part, skills should be taught from a developmental and functional perspective.

Curriculum guides that emphasize a developmental approach will most often incorporate curriculum scope and sequencing of skills, including various levels of skill acquisition. This information can be a useful reference for identifying skill areas to be taught to the pupil at given periods of time. Yet, curriculum guides that present skill areas and skills in a developmental format can only be useful for educational programming if used in conjunction with an information base which includes the pupil's general and specific functioning levels, immediate and future needs, and other related factors such as parental concerns, pupil's chronological age and secondary disabilities.

INSTRUCTIONAL EMPHASIS

Litton (1978) presents a general guide to major curriculum areas by both instructional level and the approximate percent of time each area should be emphasized in the school-based educational program (See Fig. 2.1). An adaption of this graph is also represented (See Table 2.1). These should be viewed only as general depictions of instructional times and levels since each pupil will need varying emphasis of instruction in particular skill areas. Since the information reported in Figure 2.1 and Table 2.1 is geared to teaching moderate mentally retarded pupils, it will be necessary to adjust the percents and times for pupils: 1) of pre-school age; 2) with multiple handicaps; and, 3) with mild or severe levels of mental retardation.

Figure 2.1 Major Curriculum Areas by Instructional Level and Approximate Percent of Emphasis.*



*Litton, F.W., *Education of the Trainable Mentally Retarded*, St. Louis: The C.V. Mosby Co., 1978, p. 41.

Table 2.1 Major Curriculum Areas by Instructional Level, Average Percent of Time, and Approximate Minutes Per Day of Instructional Emphasis

Curriculum Areas	Instructional Time by Level*							
	Primary		Intermediate		Prevocational		Vocational	
	%	Minutes	%	Minutes	%	Minutes	%	Minutes
Self-Care and Personal Health Skills	20	55	20	55	17	45	10	30
Basic Communication Skills	20	55	20	55	19	55	10	30
Social Skills	20	55	20	55	19	55	17	45
Perceptual Motor & Physical Education Skills	20	55	11	30	9	25	5	15
Functional Academic Skills	6	20	13	40	16	45	20	55
Recreation & Leisure Time Skills	8	25	10	30	10	30	16	45
Home, Economic & Vocational Skills	6	20	6	20	10	30	22	65

*Average % and approximate # of minutes per day for each instructional level (See Litton's Graph for more accurate representation by C.A.).

DESCRIPTION OF CURRICULUM AREAS

Each of the seven curriculum areas will be described including their component parts or subareas. The subareas delineated in each skill area are not inclusive. They represent either the major educational subareas or examples of the most cited subareas in curriculum and research. As stated previously, although seven content areas of curriculum have been identified, many skills taught to these pupils overlap, incorporate more than one skill area or necessitate the inclusion of other skill areas not described in the following section. Similarly, it must be recognized that children, youth and adults do not necessarily acquire and maintain skills and behaviors in isolation from each other. So, although there are seven distinct categories, they are presented in this manner for organizational, instructional and descriptive purposes.

Self-Care

Since many special needs pupils have not acquired independent self-care skills before school age, this skill area should be given high priority in educational programming. In addition, this area is highly recognized by parents who often seek school assistance and support skill development in self-care. For the pupil, the acquisition of self-care skills is one of the first areas that allows successful and independent functioning both at school and home.

Self-care skills are taught in a logical, developmental order and these skills are task-analysed in many commercially available programs. Skills in this area can be broken down into smaller component steps, thus guiding young pupils and pupils with many long-term special needs toward success in performing various self-care tasks with minimal assistance (See Appendix B).

The basic self-care skills include the subareas of toileting; feeding; dressing; personal hygiene skills such as, hand and face washing, brushing teeth, hair combing, bathing, showering, hair washing and care, nail care and shaving; health and safety care; and use, care and selection of grooming and clothing articles.

Communication

The development of effective communication is an important goal for pupils with long-term special needs. Communication is a necessary skill used primarily to interact with others and one's environment. It is directly related to the other skill areas and a main component of any learning and skill acquisition. Communication skills can be developed verbally and nonverbally by instruction in speech and language, auditory perceptual skills, gestures, signing, and/or symbolics (e.g. Blissymbolic communication). In addition, there are a variety of related skills such as attending, listening and imitative behaviors that must be developed for effective and total communication acquisition.

Communication skills for the pupils may be divided into two major levels. The first and primary level is speech and language development; the second level is composed of reading, writing and spelling. For this group's specific needs, the second level is incorporated in the Functional Academics skill area. Consequently, only speech and language development is emphasized in the Communication area. The basic language skills that are stressed are functional for interaction, self-expression, and social and daily living skills.

Language skills are highly developmental and, thus, long-term special needs pupils generally acquire language the same as other pupils, but at a slower rate. Language incorporates three major areas of skill development: receptive, associative and expressive.

Systematic and behavioral instruction techniques are primarily used in speech and language development. For some special needs pupils, speech and physical disabilities may effect appropriate communication. Nevertheless, the emphasis or primary subareas of communication for educational programming is on practical language development. Specifically, instruction should stress teaching the pupil words, names, phrases, responses and questions necessary to allow communication at home and in the community. Practical and meaningful language acquisition is the primary goal at a verbal and/or nonverbal level.

Some special needs pupils will require communication skills that are taught manually (e.g. gestures, sign language) or symbolically (e.g. picture symbols, Blissymbolics) at the receptive and expressive language level. For these pupils, assistance from the speech therapist and parents is recommended in order to initiate and/or maintain manual or symbolic language development. Sign Language, Picture Symbols, and Blissymbolics are the most common augmentative communication systems. Depending on the pupil's needs and the teacher and parents' preference, an augmentative communication system should be selected and implemented for pupils who are nonverbal or have limited speech. With some adaptations such as simple gestures and picture symbol boards, manual and symbolic systems can be used initially and successfully with special needs pupils. Also, the use of an augmentative communication system may help to stimulate verbal language development. Three picture symbol systems currently available are listed in Appendix C. Additional augmentative communication systems are described in Chapter V.

Personal/Social

The development of personal and social skills is of high priority in our society and, therefore, is a skill area of great importance in special education. The acquisition and maintenance of skills in this area are deemed necessary in order for the pupil to become more interactive and socially accepted at home, school, and in the community.

In past years, pupils and adults with special needs have been segregated in society. As a result, they have had little opportunities to socialize with other people and limited social experiences in various environments and settings. Consequently, their learnings and experiences need to be expanded to represent and include more natural and normal social relationships.

To meet this goal, the subareas that are stressed are: getting along with others, interacting with others and participating in group activities/organizations, and social and personal manners. In addition to social interaction and participation skills, emphasis is also placed on related skills that will facilitate a greater responsiveness from other members of society. This would include instruction in skills such as personal grooming (body and clothing care) and appearance, physical fitness, and contemporary dress and styles.

The area of personal/social skills contains both highly diverse and interrelated skills. Perhaps, the most necessary subarea for personal and social acceptance is self-control. Instruction in this subarea would include the development of appropriate social and personal behaviors. Behavioral techniques that are systematic and consistently implemented have shown extremely positive results in changing inappropriate behaviors of pupils with long-term special needs.

Other main subareas of personal/social skills are self-image and attributes related to personality development such as honesty and dependability. Also, sex education, travel, and safety are included in the social and personal area. The subareas stated above are only a representation of the social/personal area.

Perceptual Motor/Physical Education

It is a widely held expectation that the special needs pupil will benefit from a planned, developmental physical education program. The fact that motor development with these children is often delayed is probably not so much a primary effect of the retardation but a secondary effect caused by limited opportunities for instruction and participation (Stein, 1966).

Snell (1978) states that movement behavior in children must be built upon the acquisition of body management abilities and that these abilities serve as the foundation upon which fundamental movement skills are built. These, in turn, provide for the development of more complex personal, vocational and leisure-time movement skills (See Fig. 2.2). Guarnieri and Sandeen (1973) define each of these skills areas and also provide a goal for each category of the "Snell" model:

BODY MANAGEMENT ABILITIES

Body Awareness and Posture — to understand one's relative position in space and the relationship of one's body to objects in space. Goal - to be able to place one's body in a desired position (p. 34).

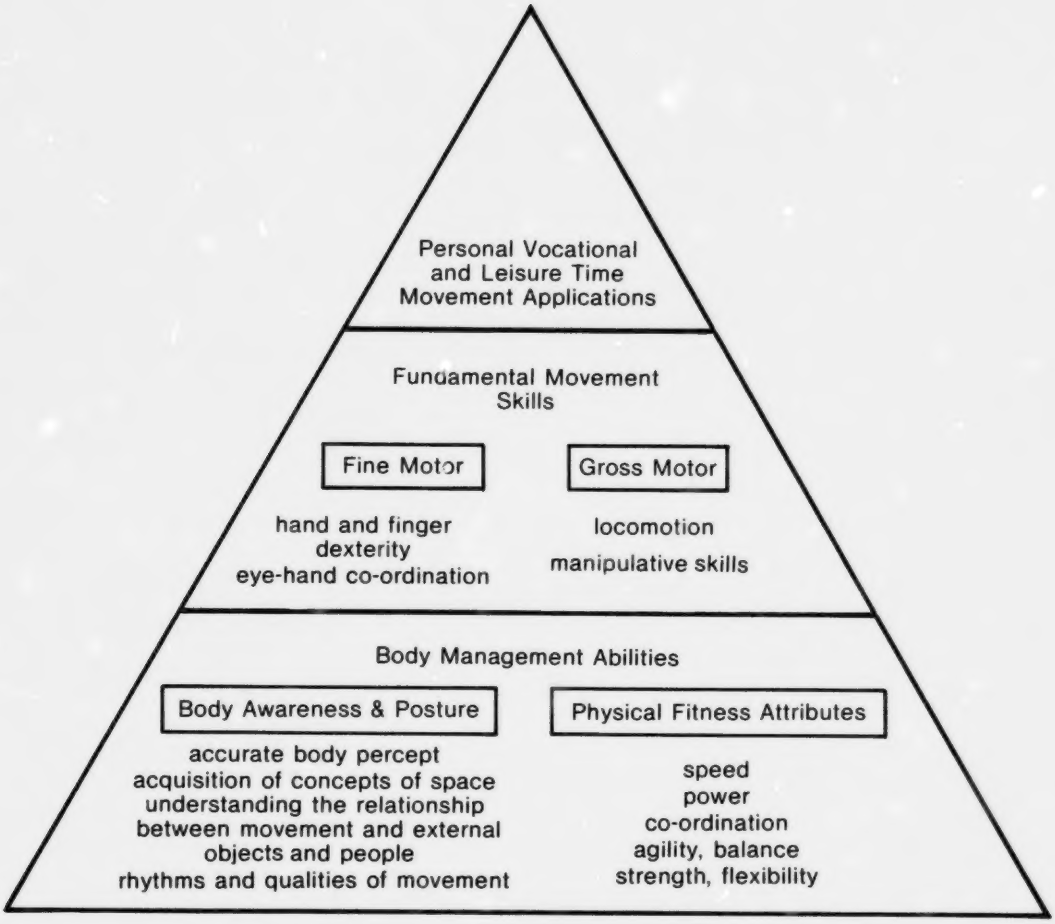
Identification of Body Parts — the ability to identify body parts on himself and others. Goal - to develop an accurate body image (p. 22).

Development of Spatial Concepts
Laterality — the development of organic awareness of right/left, awareness of space through matching motor and visual information. Goal - comprehends an

inner sense of the right and left sides of one's body (p. 31). **Directionality** - involves projection of space through matching motor and visual information. Goal - to develop accurate spatial judgments (p. 28). **Physical Fitness** - the ability of an individual to acquire enough resources to meet the demands of daily living, and sufficient resources to withstand ordinary stresses without causing harmful strain. Goal - to increase the time he can use his existing strength.

FUNDAMENTAL MOVEMENT SKILLS

Figure 2.2 The Development of Movement Skills*


Personal Vocational and Leisure Time Movement Applications
Fundamental Movement Skills
Fine Motor
hand and finger dexterity
eye-hand co-ordination
Gross Motor
locomotion
manipulative skills
Body Management Abilities
Body Awareness & Posture
accurate body percept
acquisition of concepts of space
understanding the relationship between movement and external objects and people
rhythms and qualities of movement
Physical Fitness Attributes
speed
power
co-ordination
agility, balance
strength, flexibility

*Adapted from Bunker, L.A. Motor skills: In. M. Snell (Ed.), *Systematic Instruction of the Moderately and Severely Handicapped*, Toronto: Charles E. Merrill Publishing Co., 1978, p. 181.

Fine Motor — to give the child the opportunity to learn that his hands work together as a pair, in support of each other, and in various degrees of unity.

Hand and Finger Dexterity — the ability to manipulate objects and control hands and fingers with reasonable efficiency. Goal - to use hands and fingers with more precision for manipulative tasks (p. 67).

Eye-hand Coordination — the working together of the eyes and hands as a unit. Goal — to give the child the opportunity to use his eyes and hands as a team (p. 68).

Gross Motor — movement requiring integrated use of the entire body (p. 42).

Locomotion — Moving from one place to another. Goal - to perform basic motor patterns accurately, walk, run, jump, etc. (p. 38).

Manipulative Skills — involves the manipulation of an external object, (e.g., ball - throwing, catching) with a reasonable degree of accuracy and safety. Goal - to provide skills in fundamental movements with the object (p. 43).

(Guarnieri and Sandeen, 1973)

While the above basic skills may be ends in themselves for some children, for others, they will serve as prerequisites or stepping stones to achieving what Snell (1978) refers to as "Personal Vocational and Leisure-Time Movement Applications" (Fig. 2.2). These "applications", placed at the top of her movement skills model may include low organization games, lead up to activities for sports and games, and then progress to organized sports and games, and recreational activities.

Functional Academics

Overall, the priority of functional academic skills in the curriculum program may be of less importance for many pupils than other skill domains. The amount of time devoted to instruction of academic skills in a particular program can be determined only on an individual basis. No matter what part this skill area plays in the curriculum, all academic skills for instruction must be functional in nature, that is, everyday, useful skills for the pupils.

The major purpose for including functional academic skills is to increase greater independence for the pupils in daily living, social, recreational and vocational skills. Teaching functional academic skills to the pupils with long-term developmental special needs requires less use of commercial materials and more instructional techniques that incorporate real materials and environments (e.g., a reading activity: materials - variety of grocery goods; environments - grocery store, kitchen). Moreover, instruction in this area necessitates individual and small groupings because the pupils in a particular class will range greatly in their readiness, abilities, and learning rates. Some pupils within a class may not be ready for inclusion in functional academic instruction.

Pre-academic skills include readiness activities primarily in perceptual-motor tasks which emphasize the development and refinement of fine motor and eye-hand coordination skills. Activities and skills in cognitive development are stressed also.

The functional academic skill area is divided into three main subareas:

1. reading,
2. arithmetic,
3. writing and spelling.

As stated previously, these subareas need to be developed with awareness of skills that are most necessary and functional for each pupil to help facilitate more independent functioning in home, school, community and work settings. For example, emphasis in reading is on skills such as: identifying names, labels, safety and directional words; and at a higher level, leisure and functional reading skills. Functional arithmetic skills most often include: numbers, time and measurement, simple functions and money management skills. Writing and spelling skills that are functional may include: writing names, addresses, phone numbers; and at a higher ability level, making shopping lists and filling out forms.

Recreation and Leisure Time

Katz and Yekutial have shown that long-term special needs adults spend the majority of their leisure time at home watching television and listening to the radio (In Litton, 1978). The research suggests that these adults have lacked the necessary training to facilitate engagement in a *variety* of leisure time activities. As a result, the curriculum has expanded to include the skill area of recreation and leisure time.

In this area, there are numerous skills that can be taught to the pupil. Some examples of skills that are more recreational and/or healthful are: swimming, skating; bowling; playing badminton, volleyball, softball, basketball, soccer, and hockey; skiing and snow-shoeing; guiding and scouting; camping; hiking; jogging; weight-lifting; exercising; dancing; other participatory sports and games; and community activities including spectating. Leisure-time activities often include skill and interest and development in areas such as, arts and crafts; musical and motor games, musical instruments and listening to music; hobbies including cooking, gardening, needlecraft, sewing, and photography; collections; card, board, table and computer games; frisbees and darts; books and magazines; toys and playground equipment; watching TV; and, pet and plant care.

The area of recreation and leisure time contributes strongly in the development of two other major skill areas: motor/physical and social/personal. Emphasis in recreation and leisure-time provides a means for the pupil to meet and interact with others in the community, to participate as a member in community activities, and to improve self-concept and emotional well-being. In order to best develop skills in recreation and leisure-time and related areas however, it is necessary to include functional skills and activities that are reflected in a particular community and home and also may be enjoyed by other family members.

Home, Economic and Vocational Skills

In order for long-term special needs pupils to contribute as productive family and community members, economic, home and vocational skills need to be developed. Economic and domestic usefulness and vocational preparation begin at the primary level, but become increasingly more important in curriculum programming throughout and after school-based education. This skill area is highly associated with self-help, social/personal, and motor/physical skills. Perhaps its greatest contribution for overall individual development is in personal self-worth. The acquisition of skills in this area enhances the pupil's ability to help others and participate in family-related tasks and chores.

As in the other curriculum areas, pupils will vary in their ability to perform specific skills or tasks. In the domestic and vocational area, skills can be easily task-analysed, and consequently, a sequence of component sub-tasks can be taught. Also, many simple tasks can be included in the program, and thus afford most pupils the opportunity to learn and to participate actively in vocational skills and projects in a cooperative manner. For example, yard work (a domestic and/or vocational task) can be analyzed, and easier skills, such as picking and bagging leaves, can be allocated to some students, whereas other pupils can engage in raking and trimming.

There are numerous skill subareas in this domain. It is important to survey family and community needs and resources to determine realistic and functional skills for instruction. In the domestically related area, some common sub-skills are:

1. operating and caring for household goods and appliances,
2. cleaning various rooms in the house,
3. food preparation and clean-up,
4. clothing care and sewing, and
5. yard work and gardening.

Vocational skills often include:

1. developing work habits, such as following directions, attending to and completing tasks, and personal grooming and appearance,
2. using tools, and performing common vocational skills,
3. learning specialized occupational skills based on pupils' abilities and interests and community employment opportunities including on-site job training experiences,

4. learning functional and work-related academic skills, and
5. using public transportation, telephone and banking facilities.

The subskills listed above are only a representation of the many skills and tasks within the economic and vocational curriculum area. Whenever possible, a work-study model should be incorporated within the educational program in order to provide special needs pupils with direct (on-site) preparation for future community development (See Chapter V).

SUMMARY

The seven curriculum content areas used for teaching pupils with long-term developmental special needs were briefly described in this chapter. Additional information and pertinent research on each area are available in educational journals and textbooks. Four suggested reference books on this subject are by Brolin (1978), Litton (1978), Gearheart and Litton (1979) and Snell (1983), (See Selected References and Chapter V).

Chapter III — The Systematic Instructional Process

Introduction

The purposes of this section are to assist the teacher to identify the skill needs of individual pupils and to incorporate these skill needs in a comprehensive plan for total class instruction. In order to devise a systematic instructional program, a structured procedure should be followed. The plan commonly used in special needs curricula is the process employed in developing an individual educational program. The systematic instructional process described in this section has extended the individual educational program procedures in order to include phases that address total class programming. The systematic instructional process incorporates various phases and, although not totally cyclic in nature, information from a preceding phase usually assists in the identification of the content for the following phase.

Figure 3.1 illustrates a model which represents the essential considerations of this systematic instructional process as they relate to implementation in the classroom. In the subsequent sections of the chapter, each phase is identified and described to show its role in the planning of individual and total class instruction. The major phases for program planning include: 1) assessment; 2) long term goals; 3) short-term objectives - instructional objectives; 4) methods-materials; 5) organization; 6) teacher style; 7) child-behavior; and 8) evaluation (Adapted from Leeming, Swann, Coupe and Mittler, 1979).

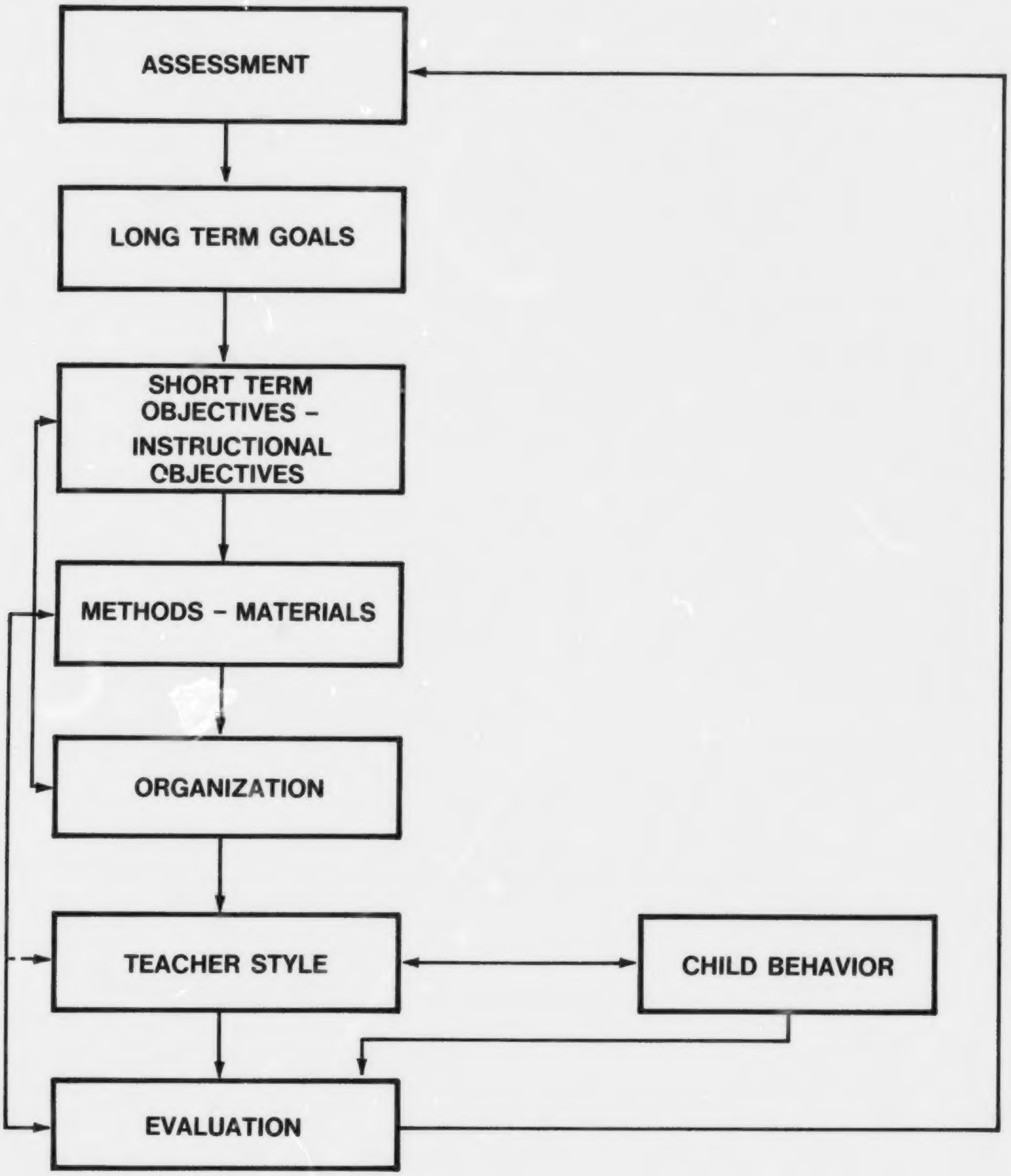
To assist the teacher in planning the individual and class instructional program, four Provincial forms are included within this chapter. Also, a sample of a completed set of the forms is provided in Appendix D.

The purposes of these forms are to assist the teacher in:

1) planning comprehensive programs for each pupil in the class;
2) recording pertinent information that reflects individual educational needs and progress;
3) presenting and reporting relevant educational information on each pupil to parents, supervisors and other personnel who are actively involved in the pupil's instructional programs;
4) facilitating the transfer of objective information and evaluation in order to ensure continuity within each pupil's overall educational program.

Descriptions of the forms and instructions for completing them are provided in appropriate sections that follow on the systematic instructional process.

Figure 3.1 Systematic Instructional Model


ASSESSMENT
LONG TERM GOALS
SHORT TERM OBJECTIVES - INSTRUCTIONAL OBJECTIVES
METHODS - MATERIALS
ORGANIZATION
TEACHER STYLE
CHILD BEHAVIOR
EVALUATION

Adapted from: Fig. 4: A teaching model. Leeming, K., Swann, W., Coupe, J. and Mittler, P., *Teaching Language and Communication to the Mentally Handicapped*, Cambridge: University Press, 1979, p. 41.

In planning any individual and class instructional program, the teacher must consider various factors that will influence the selection of the instructional content. Although these factors are addressed in specific phases of the systematic instructional process, some of the considerations that may affect all phases of development are:

1) the teaching of skills that will facilitate the pupils in becoming more independent;
2) the teacher's interests, abilities, and resources;
3) parental input;
4) school and community resources; and,
5) the types of integrative experiences possible within and outside of the school environment.

ASSESSMENT

The initial phase in developing a precise and systematic educational program for each pupil is assessment. The ultimate purpose of an educational assessment is to determine what the pupil needs to learn. Leeming, Swann, Coupe and Mittler (1979) define it as gaining knowledge about the behavior, abilities and attitudes of the child in order to select appropriate goals and objectives. It is simply the gathering of as much relevant data as possible upon which to base the teaching program and therefore defines the entry point of a child into the curriculum. It begins with the systematic collection of information about:

1) pupil's general development and/or adaptive behavior level and medical evaluation;
2) the pupil's current level of functioning (what the pupil can and cannot do) in the specific skill areas of development; and,
3) other factors that indicate the learning needs of the pupil.

The teacher is responsible for obtaining appropriate pupil information prior to developing an individualized educational program. If the pupil has been admitted recently to a special needs program, then the pupil's developmental level, adaptive behavior and medical evaluation will be current documentation for the teacher to appraise. If the pupil has been in a long-term special needs education program, however, past and current school records need to be assessed. Depending on the pupil concerned and the type of information available, other professionals may need to be involved in a thorough assessment. In addition, the involvement, permission and direction of the parents must be stressed. The parents' appraisal of their child's needs, their own priorities, and the future plans and goals for their child must be of primary consideration.

Some of the factors that need to be considered during the educational assessment process and throughout the program development and implementation are: the pupil's chronological age; developmental level; interests; health; physical, sensory and/or emotional disabilities; parental concerns and needs; socio-cultural distinctions; and future educational, vocational and residential placements.

All of the above information should be recorded on Form I, Annual Pupil Information, and Form II, Pupil/Parent Information As Identified By The Parent, by the end of September of every school year (See Figure 3.2 and Figure 3.3, respectively). Revisions during the school year should be made as necessary. Form I may be sent home with the pupil for parents to complete and return. The teacher should complete items under the *School* heading and indicate support services that are provided by the school. Form II should be completed during a parent-teacher interview at school or home. If this is not possible, information from the parents should be obtained by a phone-interview and/or by sending the form home with the pupil. The teacher may want to request more specific information from the parents about their child and, therefore, the questions listed in Chapter I may be used in addition to Form II. Since the information on these forms is confidential and needs to be readily available, it is suggested that the forms be kept in the pupil's classroom file.

The teacher's major responsibility in the educational assessment for program development is the general and specific evaluation of what the pupil can and cannot do (i.e., skills and behaviors that have been attained and those that need to be acquired). Assessment procedures may incorporate various sources such as: observations, rating scales, checklists, tests, interviews, anecdotal and past reports, and clinical evaluations. In order to obtain a thorough educational assessment, however, evaluation of the pupil's functioning level in each curriculum skill area may need to be determined. In some cases, depending on the pupil's needs, age, and other disabilities, the teacher may pre-determine which major skill areas are of priority and need to be assessed. For example, the areas of priority for a three year old child may be only self-help, motor, communication and social/personal. Also, based on the pupil's adaptive behavior and/or developmental level, the teacher may be able to determine the pupil's approximate functioning level. In this case, the approximate level where a pupil cannot perform skills can be identified on a developmental checklist. As a result, only a few skills may need to be assessed.

Figure 3.2

FORM 1 ANNUAL PUPIL INFORMATION

From *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*

THIS FORM TO BE COMPLETED BY SEPTEMBER 30TH

Date ____________________

Pupil's Name ____

Address ______________________________ Postal Code ____________________

Birthdate ______________________________ Social Ins. # ____________________

Parent/Guardian Name:

Mother ______________ Father ______________ Guardian ______________

Phone # ______________________________

Emergency Phone #:

Mother ______________ Father ______________ Other ______________

Siblings ____

Medical

Doctor's Name ______________________ Phone # ____________________

Hospital Phone # ______________________ Medicare # ____________________

Medication: ____

____

Diet Information: ____

____

Physical/Medical Restrictions: ____

____

School

Transportation Information: ____

____

Integrated Activities: ____

____

____

Current Support Services

	Name	**Phone #**	**Location/Schedule**
O.T.			
P.T.			
Psychologist			
P.H. Nurse			
Social Worker			
Speech			
Other			

Figure 3.3

FORM II PUPIL PARENT INFORMATION AS IDENTIFIED BY THE PARENT
FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*
THIS FORM TO BE COMPLETED BY SEPTEMBER 30TH

Pupil's Name ______________________________

Date: ____________________ Time: ____________________

Type of Contact (School Interview, Telephone, Home Visit, and/or Mail Correspondence): ____________________

Persons Involved: ______________________________

I. STUDENT INTERESTS, ACCOMPLISHMENTS AND NEEDS: ____________________

II. PARENT CONCERNS, PRIORITIES AND PROBLEMS: ____________________

III. ADDITIONAL INFORMATION: ____________________

____________________ Parent's Signature

____________________ Teacher's Signature

ADDITIONAL PARENT CONTACTS:

Assessment guides, scales, and developmental and curriculum diagnostic checklists are useful aids to facilitate an objective appraisal of the pupil's current performance level (See Appendix E: The Litton Behavioral Assessment Guide). Guides and/or checklists should be chosen to reflect the educational needs of the pupil and school curriculum; be devised from a developmental and functional perspective; and encompass as many of the seven skill areas as possible. Some assessment schedules are general, listing a few broad skills in each curriculum area; whereas others are specific, including well-delineated developmental and functional skills in subareas within each curriculum area.

A general assessment provides information that identifies the pupil's overall level of development in each skill area and assists the teacher in determining the starting points or levels for assessment on a more precise or specific diagnostic instrument. The specific assessment helps to identify skills that the pupil can and cannot perform. The results of this assessment lead to the selection and/or development of program objectives for the pupil.

It is essential that the teacher become familiar with a variety of instruments in order to be able to select the one(s) most appropriate for each long-term special needs pupil. No single instrument will, in a single administration, produce an educational plan and all instructional objectives for a pupil. Comprehensive educational assessment may take several weeks and require a variety of tools, and should be a joint endeavour of the teaching staff, support staff, the pupil's family, and other professionals. A teacher must tailor the assessment approach to the needs of each child. Because of the highly specific, individualized needs of the pupil, it will be necessary to gather as much data as possible. The degree of detail required depends on the needs of the pupil, the teacher's judgment, and the availability of professional support staff. (Paragraph taken from Ontario Ministry of Education, 1981).

Some commercial curriculum programs include comprehensive diagnostic checklists, assessment forms, and/or recommendations on evaluating the pupil prior to program implementation. In these cases, the assessments will reflect the particular curriculum program selected. Whenever possible, it is recommended that the specific assessment procedures incorporate the suggestions or be part of the curriculum program that will be utilized for instruction.

Commercial scales used in the educational assessment of long-term special needs pupils are listed and described in Table 3.1. The addresses of the publishers or distributors of these commercial instruments are contained in Appendix F. Additional description information on available assessment instruments is provided in Chapter V.

Table 3.1 Instruments for Assessing Long-Term Developmental Special Needs

Assessment Instrument	Age and/or Level Range	Skill Area and/or Behavior Assessed
AAMD Adaptive Behavior Scale (1975) Publisher: American Association on Mental Deficiency (AAMD)	Preschool through adulthood; moderate, severe, and profound special needs	Part I: Independent functioning, physical development, economic activity, language development, number and time concepts, domestic activity, vocational activity, self-direction, responsibility, socialization Part II: Maladaptive behaviors associated with personality and behavior disorders.
AAMD Adaptive Behavior Scale, Public School Version (1975) Publisher: AAMD	School aged children; mild and moderate special needs	School behaviors in component Parts I and II described above.
Balthazar Scales of Adaptive Behavior I and II (1973) Distributor: Consulting Psychologist Press, Inc.	Preschool through adulthood; severe and profound special needs	Section I: Scales of Functional Independence (eating-drinking, dressing-undressing, and toileting) Section II Scales of coping behaviors
Behavioral Characteristics Progression (1973) Distributor: VORT Corporation	Infant through adulthood; mentally, behaviorally and multiple special needs (deaf, blind and physically handicapped)	59 behavioral categories consisting of 2400 observable traits
Brigance Diagnostic Inventory of Early Development (1978) Publisher: Curriculum Associates Inc.	Infant through school age, long-term special needs	Pre-ambulatory motor and gross motor, fine motor, self-help, pre-speech, speech and language, general knowledge and comprehension, readiness, basic manuscript, writing and math
Cain-Levine Social Competency Scale (1963) Publisher: Consulting Psychologist Press	Preschool through adolescence; long-term special needs	Scales: self-help, initiative, social communications

Table 3.1 (cont'd.)

Assessment Instrument	Age and/or Level Range	Skill Area and/or Behavior Assessed
The Callier-Azusa Scale — The Assessment of Deaf-Blind Children Publisher: Council for Exceptional Children	Infant through functioning age of 6 years; deaf, blind, and multiple special needs	Skill areas: Motor development, perceptual abilities, daily living skills, language development, and socialization
Camelot Behavior Checklist (1974) Distributor: Camelot Behavioral Systems	Preschool through adulthood; long-term special needs	Behavioral Domains: Self-help, physical development, home duties, vocational behaviors, economic behavior, independent travel, numerical skills, communication skills, social behavior, responsibility
A Developmental Screening Inventory for Infants Publisher: Hilda Knoblock, M.D.	Infants (1 month through 18 months)	Areas: Postures, sitting, pivot, grasping and language
The Devereux Child Behavior Rating Scale (1966) Publisher: The Devereux Foundation Press	Ages 8-12 years; emotionally disturbed	Seventeen behavior areas with emphasis on social functioning and behavior control
Learning Accomplishment Profile for the Young Child (1974) Distributors: Chapel Hill Training-Outreach Project	Infant through preschool; long-term special needs	Section I: Gross motor, fine motor, social, self-help, cognitive and language Section II: Task Analysis Guidelines Section III: Unit Development
Pennsylvania Training Model, Individual Assessment Guide Distributor: Regional Resource Center	Infant through school age; long-term and multiple special needs	Skill Areas: Sensory, motor, daily living activities, communication, perceptual-cognitive, social and emotional development
Performance Objectives for Preschool Children Publisher: Deltz Schoolcraft	Preschool Children	Skill Areas: Cognitive, language and speech, self-care, social, gross motor and fine motor

Table 3.1 (cont'd.)

Assessment Instrument	Age and/or Level Range	Skill Area and/or Behavior Assessed
Project MEMPHIS Instruments for Individual Program Planning and Evaluation (Comprehensive Development Scale) Distributors: Fearon Publishers	Infancy through preschool	Skill Areas: Personal-social, gross motor, fine motor, language, perceptual-cognitive
Student Progress Record Publisher: Northwest Special Education Learning System	Preschool to adolescence; long-term special needs	Skill Areas: Social, language, physical fitness, motor, personal hygiene, eating, dressing, reading, writing, number concepts, time, money
The Topeka Association for Retarded Citizens (TARC) Assessment System Distributor: H & H Enterprises	Infant through adulthood; long-term special needs	Skill Areas: Self-help, social, motor, communication
TMR Performance Profile for the Severely and Moderately Retarded (1970) Publisher: Educational Performance Association	Preschool through adulthood; long-term special needs	Areas: Social behavior, self-care, communication, basic knowledge, practical skills, body usage, health

LONG TERM GOALS

Unless previously identified, it is the responsibility of the teacher to establish long-term goals for each pupil. These goals must be based on the pupil's assessment. Moreover, the goals should be identified to reflect the pupil's future home and work placements, and to develop more independent functioning. By obtaining information during the assessment phase from parents and community agencies (e.g., group homes, sheltered workshops, community businesses and industries, and recreational facilities) about the immediate and future skill needs of pupils with long-term developmental special needs, realistic long range goals can be easily formulated.

Other areas that should be emphasized in the educational curriculum are skills necessary for achieving independence. Since the ultimate goal for the individual is to develop knowledge, skills, attitudes and behaviors that will facilitate independent functioning at home, at work, and in the community, then "certain skills are vital for independence" (Smith and Snell, 1978, p. 63). For example, self-care skills need to be developed in order for the pupil to function as independently as possible in all settings. Smith and Snell (1978) contend that the major subareas of self-care would represent some appropriate long range goals for these individuals. These would include goals such as toileting oneself, dressing oneself, and eating independently. The identification of essential content areas and skills that will facilitate the development of independence for the pupil is mandatory in order to establish relevant, long term goals.

SHORT TERM OBJECTIVES

Short term objectives are developed from the established long term goals. They consist of the prerequisite, component, and/or related skills that the pupil needs to develop in order to attain a particular long range goal. For example, if an established long term goal for a pupil is "to dress oneself," then some short term objectives would be "putting on indoor clothes," "putting on shoes," and "zipping clothes."

The short term objectives must be selected based on the pupil's long term goals, functioning level, learning rate, needs and other factors previously identified during the assessment phase. Within a specified period of time, some pupils will attain more general short term objectives such as "putting on indoor clothes;" whereas others will master only specific ones such as "putting on pants" and "putting on shirt." The degree of specificity will depend on the individual pupil. The short term objectives developed for each pupil should be ones that can be mastered within a year.

Once the long term goals and short term objectives have been identified, they should be listed on Form III, Summary of Pupil's Educational Needs (Figure 3.4). Considering the concerns and priorities of the pupil's parents previously summarized on Form II, the teacher can now begin to narrow down this list by checking off (✓) selected objectives in the column headed "I. S. O." (Initial Selected Objectives). At this time, objectives that are shared with or closely related to other pupils in the class can be circled "(✓)" in order to assist the teacher in group programming.

Figure 3.4

FORM III SUMMARY OF PUPIL'S EDUCATIONAL NEEDS

FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*

THIS FORM TO BE COMPLETED BY OCTOBER 31ST. PARENT'S SIGNATURE SHOULD BE OBTAINED AT INTERVIEW IN NOVEMBER

Pupil ______________________ **Teacher** ______________________ **Date** ______________________

Curriculum Skill Areas/ Long Term Goals	Short Term Objectives	*I.S.O.	O.P.	D.A.

*I.S.O. — Initial Selected Objectives
O.P. — Objectives of Priority
D.A. — Date Achieved

____
Date

____
Parent's Signature

Figure 3.4 (cont'd.)

Curriculum Skill Areas/ Long Term Goals	Short Term Objectives	*I.S.O.	O.P.	D.A.

*I.S.O. — Initial Selected Objectives
O.P. — Objectives of Priority
D.A. — Date Achieved

Additional and/or revised coding systems may be devised by the teacher when using Form III in order to facilitate planning and program organization. For instance, objectives requested by the parents or objectives to be taught later in the school year might be color-coded.

Considering all the information obtained through assessment, parent-teacher interviews and classroom organizational factors, the final selection of the pupil's objectives of priority now can be identified. These objectives of priority are checked under the column headed "O.P." (Objectives of Priority). It is recommended that one to five objectives of priority be selected for each pupil. The teacher also may want to note the date of selection of the objectives of priority in this column since modifications or new objectives might be made by the teacher during the school year and/or requested by the parents during the parent-teacher interview. Instruction of these objectives should be on a daily basis and evaluated periodically. Completion or change of the selected objectives should be noted in the last column headed "D.A." (Date Achieved).

Basically, Form III assists the teacher in narrowing down identified short term objectives to ones that are most relevant for the pupil and class to obtain during the school year. Form III is to be completed by October 31st of each school year. It should be reviewed with the parents by the parent-teacher interview date in November. At this time, the parents sign and date Form III.

INSTRUCTIONAL OBJECTIVES

The selected short term objectives of priority listed on Form III are used to write instructional objectives.

Instructional objectives are written in precise behavioral terms, that is the behavior, conditions and criterion are specified for the objectives of priority. A description of the three components of an instructional objective is as follows:

1) Observable Behavior: what the pupil is expected to do; the skill to be performed; the instructional objective (e.g., put on pants, wash hands, read the words: women, men);
2) Criterion: what level of performance is acceptable to consider mastery of the skill or behavior (e.g., independently on four out of five trials); and,
3) Conditions: what materials will be presented, setting in which task will be performed, etc. (e.g., given soap and towel, in school lavatory).

The behavioral component of the instructional objective is the short term objective as stated on Form III or a more specific skill/behavior or sub-task of the short term objective An example of an instructional objective based on the short-term objective "washing hands" is "Given soap and towel, Joanna will wash her hands independently on at least four out of five trials." An example of an instructional objective that is derived from a sub-task of the short term objective "putting on indoor clothing" is as follows: "Before gym period, Joanna will put on her sweat pants independently and within 3 minutes." If a more specific short term objective has been set, for example, "putting on pants" then the instructional objective may need to be devised based on a task-analysis of the skill. The first instructional objective to be derived from this short term objective might be "Given that the teacher puts Joanna's pants on up to her thighs, Joanna will pull pants up to her waist independently."

As stated previously, the degree of specificity for the developed short term and instructional objectives are dependent on the skill needs of the pupil and his/her learning rate. The instructional objectives for a pupil should be composed of skills, tasks or behaviors that can be mastered within three months to a year.

The instructional objectives derived from the selected short term objectives are written on Form IV, Pupil's Prioritized Instructional Objectives (Figure 3.5). Side 1 of Form IV and Initial Level of Evaluation on Side 2 are to be completed by October 31st of each school year. In order to assess the intial level of pupil performance and to monitor progress throughout the school year, a Key for Evaluation is provided in Figure 3.6. A description of prompt levels for evaluation is presented in Table 3.2

Periodic evaluations are to be reported on side 2 of Form IV during the four months indicated (See Figure 3.5, Side 2).

Revisions and modifications to Form IV may be necessary after the Parent-Teacher Interview in November and during the school year depending on the pupil's progress, needs and classroom organizational factors. Further recommendations on assessing pupil progress are described in the last section of this chapter (See Evaluation).

With the completion of Form IV, all persons involved in the pupil's education will be cognizant of the skills to be acquired and the expected level of performance. Also, the formulation of instructional objectives will facilitate consistent educational programming for the pupil.

Figure 3.5

FORM IV PROGRESS RECORD: PUPIL'S PRIORITIZED INSTRUCTIONAL OBJECTIVES
FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*

THIS FORM TO BE COMPLETED BY OCTOBER 31ST.

Pupil ______________ School ______________ Teacher ______________

Date	Skill Areas	Instructional Objectives (Short-Term Objectives with Conditions & Criteria)	Methods and Materials

Figure 3.5 — Side 2

Evaluation					Comments and Modifications	Post-Assessment Dates
Initial Level	Nov.	Feb.	Apr.	June		

Figure 3.6 Key For Evaluation*

a) PROMPT LEVELS
1. Self-Initiates
2. Command Only
3. Command Gesture
4. Command and Model
5. Partial Physical Assistance
6. Total Physical Assistance — with Cooperation
7. Total Physical Assistance — no Cooperation

b) PROMPT LEVELS
1. Independence
2. Verbal Cues
3. Gestural Prompts
4. Physical Guidance
5. No Response

c) PROGRESS LEVELS
1. Mastered
2. Improving
3. No Progress

d) TEACHER-MADE PROMPT OR PROGRESS LEVELS
1.
2.
3.
4.
5.
6.
7.

*Choose appropriate one(s)

Prompts

Instructional prompts are an important component in the instruction and evaluation of specific tasks, skills and subtasks. Prompting techniques are a systematic teaching method that is extremely applicable for special needs programming. Prompts are defined as specific cues presented during instruction to help facilitate a desired response. Prompts are hierarchial; the highest prompt is waiting (the instructor *waits* for the pupil to perform the task independently) and the lowest prompt is total physical assistance (the instructor manually guides the pupil through the task). The prompt levels useful for helping pupils to achieve skill independence are described on the following page.

Table 3.2 Prompt Levels

Prompt Level	Description*
1. Self-Initiates	At this level, the instructor will use no physical, gestural or verbal cues to encourage the pupil to perform the task independently. The instructor waits an established period of time for the pupil, on his/her own, either because of meeting basic needs or based upon past learning experiences, to perform the task independently. *Example*: Mary is able to complete the pick up the soap step, within the overall hands and face washing program, without being prompted.
2. Command Only	At this level, the instructor uses only a verbal cue to encourage the pupil to perform the task independently. *Example*: give the verbal cue, "Mary, pick up the soap." The pupil will pick up the soap.
3. Command and Gesture	At this level, the instructor will simultaneously give the verbal cue while pointing to the physical object that is to be manipulated. *Example*: Give verbal cue, "Mary, pick up the soap." The pupil will pick up the soap.
4. Command and Model	At this level, the instructor will give a verbal clue and demonstrate the task for the pupil. *Example*: Instructor gives verbal cue, "Mary, pick up the soap," while modeling the task. The instructor then replaces the soap and the pupil completes the task.
5. Partial Physical Assistance	At this level, the instructor manually guides the pupil to initiate the task and then the pupil completes the task. *Example*: Instructor will simultaneously give a verbal cue, "Mary, pick up the soap," while grasping the pupil's hand and placing it on the soap. The instructor will then remove his/her hand and the pupil will pick up the soap.
6. Total Physical Assistance - With Cooperation	At this level, the pupil offers no active resistance and cooperates with the instructor. The instructor will simultaneously give verbal cues and manually guide the pupil. *Example*: While giving the verbal directions, "Mary, pick up the soap," the instructor physically places his/her hand over the pupil's hand, manipulates her fingers to grasp the soap, and continues to give hand-over-hand assistance to pick up the soap.

Table 3.2 (cont'd.)

Prompt Level	Description*
7. Total Physical Assistance	At this level, the pupil may offer active resistance to the instructor. The instructor will simultaneously give verbal cues and physically manipulate the learner. *Example*: While giving verbal directions, "Mary, pick up the soap," the instructor physically places his/her hand over the pupil's hand, manipulates her fingers to grasp the soap, and continues to give hand-over-hand assistance to pick up the soap.

*Leitten, J., Schwabish, S., and Perner, D., West Seneca Developmental Center, West Seneca, N.Y.

METHODS – MATERIALS

Leeming et al. (1979) state that "methods are the prepared means by which the objectives are to be achieved. They include the order of presentation of the teaching content . . ." (p. 43). The use of shaping techniques, for example, would be considered a specific teaching method in the instructional process model. Materials are simply any instructional aids that are needed to teach a specific skill, behavior or task; these, as well as any methods employed should be noted on Form IV.

Instructional methods and materials used in teaching special needs pupils are described in commercial curriculum programs, journals and reference books. Table 3.3 contains numerous teaching strategies relevant for instruction as identified and described by Bender and Valletutti (1976, pp. 10-20). In addition, suggestions for eliminating problem behaviors and task-analysing skills are presented in Appendices G and B, respectively.

Table 3.3 Teaching Strategies*

Type	Description of Teaching Strategy
Reinforcement Preferences	Discover the student's reinforcement preferences. What might be reinforcing to you or to other students you have taught might not be reinforcing to a specific student. You may have to search for a reinforcer.
Interests	Find out what the student's interests are. A favored toy, a favorite person, a special game, and a preferred food can mean the difference between success and failure in an activity. Keep a list of these preferences for each student and continually update it.
Inappropriate Behavior	Never reinforce any behavior that, if it persists, will cause the student problems later in life. For example, when teaching handshaking, encourage the student to shake hands only when a new acquaintance offers his or her hand first. Do not reinforce the student if he initiates handshaking. This behavior, if it persists and is abused, might prove to be annoying and/or might accentuate the student's handicap. Do not overly encourage a young student to clap his hands in glee when a peer does well. He may carry this behavior over into his adult years and clap whenever he is pleased or happy. Although clapping is viewed by many as acceptable behavior for the young, it may be inappropriate in older students.
Appropriate Reinforcement	Be reinforcing at appropriate times, but do not over reinforce or it will lose its effectiveness. For example, you may praise the student for being quiet during quiet time by saying, 'I'm glad you're being quiet.' If this is repeated too many times, the student will feel this is an automatic response and will not accept it as reinforcement.
Food Reinforcers	Take into consideration that food reinforcers need to be varied. Food preferences may vary with a student's appetite.
Individualize Instruction	Individualize instruction, because there is such a wide diversity in handicapped populations that personalizing instruction is essential. Remember that individual programs can be implemented and can be successful within a group setting.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Safety Hazards	Be aware of potential safety hazards in all activities. For example, do not use sharp tools with the student who is destructive and do not use miniature objects with the student who puts nonedible objects into his mouth.
Skill Instruction	Teach a skill at the time of its functional use. For example, show the student how to wash his hands after he has gone to the toilet. Also, schedule practice sessions at times of functional application. When the student has developed skill in the use of eating utensils, plan parties, invite guests for dinner, and practice during snack and cafeteria times. Schedule practice sessions often.
Imitation	Tell the student to imitate your actions after he has observed you. For example, tell the student to watch you as you wash your hands. Next, tell the student to do what you just did. Praise the student for approximating or imitating the task.
Skill Demonstration	Demonstrate the skill you are attempting to facilitate. Explain what you are doing as you are doing it. Say, 'Look at me as I button my shirt. I take the button between my thumb and index finger of one hand; look. Then I take the button hole with the same fingers on the other hand; look. And then, I push the button through; look. Now let's do it together.'
Immediate Feedback	Provide the student with immediate feedback of results, i.e., reward him as soon as possible after he has attempted, approximated or achieved a task. Also, if a student is performing a task inappropriately or incorrectly, stop him from continuing the task and indicate your disapproval in any way that he will understand. Demonstrate the acceptable behavior.
Practice	Practice a task often. Even after you are convinced that the student has mastered a particular skill, practice and reinforce periodically. Schedule practice sessions. Vary the activities as much as possible to maintain student interest.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Enthusiasm	Show enthusiasm when a student progresses or attempts to comply with your requests. Remember that what may seem to you like a very little progress may be a giant step for the students.
Peer Reinforcement	Show the student's peers how to behave in reinforcing ways. Encourage them to reward the student's desirable behaviors.
Correction	If a student is behaving or performing inappropriately or incorrectly, correct him in a positive manner. Say, 'This is the way to play the game.' Simultaneously demonstrate the desired behavior.
Activity Substitution	Substitute a constructive activity whenever a student is engaged in a destructive or self-stimulatory activity. For example, if the student is waving his fingers and hands in a perseverative manner, go to him and provide him with something to do with his hands such as molding clay or playing with a toy with movable parts. Demonstrate how to use the objects appropriately.
Disturbing Behaviors	Program, at all times, to reduce obnoxious and disturbing behaviors. If these behaviors persist, they will interfere with attempts to successfully place the student in society.
Appearance	Program, at all times, to help the student look as normal as possible. If the student looks and behaves in deviant ways, he will be stigmatized by the nonhandicapped. Help the student to dress and walk in as normal a way as possible.
Ignorning Behavior	Ignore inappropriate behavior whenever possible. For example, the student who continually talks out, if ignored, will not be reinforced for this behavior. As with other strategies, ignoring should not be overused, or it will lose its effectiveness.
Reprimands	Use reprimands whenever necessary. Reprimands are not punishment and can be effectively used in the structuring of behaviors. Say, 'No,' if you want to discourage a student from taking someone else's food or materials.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Time Out	Remove a student who is disruptive from the class or learning area. Place him in social isolation for a short period of time, making sure that you explain to him the reason for his removal. It is important that the student not be returned to the exact milieu he left when the time out period is completed. It is advisable to place him near other students, right next to you, or in a new activity when he returns.
Behavior Model	At all times serve as a model of behavior in the way you look, act, talk, walk, eat, etc. Discuss models of behavior frequently. For example, 'Other people like to be near a person who smells pleasant.'
Goal Planning	Be realistic in planning goals. Do not develop objectives at so high a level that you and the student become frustrated. Review your objectives and if they are too high, modify them.
Positive Thinking	Think positively. If you believe that the student will succeed, you will search for new and creative ways to facilitate his progress.
Physical Readiness	Make sure the student is physically capable of achieving a task before you include it in his program.
Developmental Learning	Plan your learning experiences so that they are developmental. Always keep in mind the hierarchial arrangement of skills. Consult with a medical or paramedical team before you teach a skill that does not follow the usual developmental sequence.
Task Analysis	Use a task analysis approach whenever possible. For example, teaching the brushing of teeth may have to be broken down into holding a tube of toothpaste, unscrewing the cap, placing the toothpaste on the brush, etc. While teaching the individual steps, do not lose sight of the total task.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Instructional Program	Set up your instructional program in small steps so that the student is likely to be successful. Use successful experiences to encourage the student to attempt more advanced steps. If possible, end each activity with student success.
Reverse Programming	Program in reverse when working on a motor skill that consists of a series of separate motor events. For example, this backward chaining approach is helpful in teaching the tying of shoelaces.
Flexibility	Demonstrate flexibility in carrying out lesson plans. If an unexpected negative behavior occurs that requires immediate action on your part, change your schedule. For example, suppose a student begins to eat someone else's food during lunch. Stop him immediately and work on the idea of 'my food' versus 'not my food,' even if you had previously scheduled an outdoor event or other activity. Always keep your priorities in mind. Seize the moment to teach, because you might not get a good opportunity for a long time. Do not wait to create an artificial situation, but react when the real situation occurs.
Peer Tutoring	Organize your lessons in such a way as to take advantage of the benefits of peer tutoring and buddy systems. The student may learn a skill more readily when it is demonstrated by a peer.
Past Experience	Inquire about the experiences the student has had whenever possible. Talk to his parents, guardians, or past teachers. References to these experiences often will provide the needed motivation for lessons.
Learning Area	Make your learning area as attractive and pleasant as possible. Beware, however of the dangers of overstimulation. Make your room interesting with plants, animals, books, toys, and games that are motivating.
Work Displays	Display the students' work on bulletin boards, in display cases, and at school exhibits. The joy and pride of displayed work are reinforcing.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Keep Control	Remain calm and poised no matter what happens. A student often will react negatively to a teacher who is losing or has lost control. A sense of humor will help.
Overprotection	Do not overprotect the student. Allow him to participate in a variety of situations and activities.
Directions	Be explicit in your directions and commands. Be sure the student knows exactly what behaviors are expected. Classroom organization, behavioral management, and success of student performance are, to a large degree, dependent on the instructor's explicitness.
Express Affection	Express sincere affection for the student. React to the human qualities in the student no matter how handicapped he is. Your warmth, interest, and love will elicit responses. Do not express affection by touching, hugging, and kissing the student too much; this will provide a poor model of behavior if carried into his adult years. Do not baby the student by mothering him too much.
Ecology	Behave in an ecologically minded way, i.e., when teaching a student how to cut up newspapers to make paper designs, use old papers. When teaching the use of an underarm deodorant, use a roll-on rather than a spray. Become a model for conservation and pollution control whenever possible.
Communication	Use your voice as a means of communicating your feelings and wants to the student, especially the nonverbal student who does not comprehend oral language. Be aware that monotonous voice patterns turn a student off.
Useful Skills	Do not waste time teaching a skill that can be circumvented by modern styles or modern technology. For example, if a student has inordinate difficulty in telling time using a regular watch or clock, teach him how to tell time with a digital watch or clock. If a student has excessive difficulty in tying shoes, encourage him to wear loafers.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Carry-over Agents	Train and encourage parents, foster parents, foster grandparents, house parents, ward personnel, etc., to be effective carry-over and practice agents. If the significant persons who interact with the student are consistent in reinforcing desired behaviors, the program will be more successful in a shorter period of time.
Assistive Devices	Become familiar with assistive devices. If you can operate these devices yourself, you will more likely use them properly in instructional situations. Knowing how to use crutches and hearing aids are important skills for the teacher to master.
Nutrition	Serve nutritious snacks instead of junk foods and other non-nutritional foods that may be unhealthy for the students. Foods and beverages such as candy, cookies, cake, pretzels, potato chips, and soda have little nutritive value. Do not offer these foods to students as rewards, for snacks, at mealtime, or at parties. Nutritious snacks such as fresh fruit, raisins, nuts, sunflower and pumpkin seeds, milk and pure fruit juices are liked by students and are healthy.
Geographic Area	Take into consideration the geographic area in which the student lives and its impact on the program. Lessons designed to facilitate locomotion skills in the use of a subway only make sense when subway travel is part of the student's environment.
Responsibility	Assign the student a classroom responsibility no matter how severe his handicap and no matter how small the task. Program responsibility from the beginning. Use class assignment as rewards.
Understanding Objectives	Let the student know the specific objective on which you are working and why it is necessary. Tell him, 'You must know how to regulate the water in the sink so that you can wash your hands and face without burning yourself. Together, we'll work on it. First you _____.'

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Activity Guidance	Physically guide the student through an activity whenever he is unable to do the activity himself. If the student is unable to cut with scissors, use a pair of training scissors and guide him through the activity. In writing activities, hold the student's hand and the pencil, and move his hand in the desired pattern. Whenever you physically guide a student through an action or series of actions, encourage him to remember how his body feels when he moves it in a specific way.
Activity Alternation	Alternate quiet activities with activities involving gross motor actions. This alternating of activities acts as a motivating factor and as an aid to classroom management.
Role Play	Use role playing, puppet play, and creative dramatics to stimulate real experience and to practice skills.
Music	Incorporate music into activities whenever possible. As an example, you can play a tune on an autoharp and sing the instructions appropriate to an activity, such as, 'Johnny, line up, line up, line up.'
Familiarity	Use familiar games and songs in activities. Do not waste time searching for educational games or special songs when there are familiar ones available. Keep in mind ethnic, cultural and geographic preferences.
Relevancy	Use current materials, toys, games, television shows, records, etc., to motivate the student. Dancing to a current favorite top tune usually will be more stimulating than dancing to The Nutcracker Suite. Remember, however, the same old favorites have lasting appeal.
Diversity	Discover and use exciting materials and activities from other disciplines. Music, art, dance and physical education activities can serve to stimulate different students. Do not be restricted by your educational and experiential backgrounds.
Variety	Vary activities whenever possible, take advantage of the motivating effects of surprise, suspense and novelty. For example, when working with a student on a buttoning

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
	board, put a picture behind the fabric. Change the picture daily so that when the student unbottons the fabric, there is a surprise. As a variation, insert a mirror, a cartoon strip, a picture of a friend or relative, your picture, a small toy, or anything else that might maintain the student's interest.
Model Demonstration	Demonstrate the finished product whenever possible. For example, when the student is expected to assemble a wooden puzzle, show him the complete puzzle before you ask him to assemble the pieces. In an arts and crafts project, show him the completed project. When making Halloween masks, show him a sample mask so that he has a model available to help him as he is working. The model also may act as motivation.
Practice	Practice first before attempting to teach the student a task unfamiliar to you. For example, learn how to open a folded wheelchair or sew a button before teaching these skills.
Routines in Learning	When dealing with an activity that has several steps, establish a routine for the student to follow. 'First you do this, then this, then this, etc. . .' Practice the steps in sequence.
Visual Monitoring	Use mirrors for visual monitoring so that the student can see what and how he is doing a task while he is doing it. Mirrors are especially valuable in observing the movements required to make speech sounds. Use unbreakable mirrors.
Reminder Charts	Construct charts that will help the student keep track of required behaviors, i.e., a Shopping List Chart that the student uses to match food on hand with the pictures on the chart. When he has less food at home than is pictured on the chart, he will know that he has to go food shopping.
Progress Charts	Construct charts that graphically demonstrate student progress. For example, draw a picture of a stop watch or clock face to show the time it took the student to run a specified distance. Encourage the student to try harder. Chart his progress.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Seasonal Activities	Program activities appropriate to the seasons. Plan for those activities such as shoveling snow and planting seeds to coincide with the seasons. Outdoor recreation and camping activities should be planned according to the weather.
Cultural Background	Choose materials and activities that reflect the student's cultural and ethnic background.
Pantomimed Instruction	Use pantomime to demonstrate a skill. For example, in pantomime show the student how to thread a needle and sew on a button. This approach helps to isolate the required movements; it also is an enjoyable activity.
Pantomimed Communication	Use pantomime as a means of communicating your expectations to non-verbal students. If a student does not comprehend directions or questions, use gestures, facial expressions, and other body language to get your message across.
Normal Experiences	Provide the student with as many normal experiences as possible. Do not assume that a handicapped person is unable to perform certain skills and participate in specific activities and events just because he is handicapped.
Peer Interest	Encourage the student's interest in the welfare of his peers. Make him aware of a peer's illness and the need to send a get-well card. Match students with different skills so that they can assist each other.
Nonhandicapped Peers	Involve the student, whenever possible, in activities with nonhandicapped peers. The handicapped student, in noncognitive areas, can usually participate in some way.
Privacy	Remember to respect the student's privacy. Allow him to have some time of his own during which he is not required to be a participant. In addition, respect his privacy when teaching self-care skills, i.e., toileting and bathing. Do not, however, sacrifice safety for privacy.

Table 3.3 (cont'd.)

Type	Description of Teaching Strategy
Community Resources	Become familiar with community resources and use them as learning stations. The neighbourhood supermarket is the best place to facilitate learning in the purchase of foods. The office building and the department store offer opportunities in learning how to use elevators, revolving doors and automatic doors.
Resource People	Seek the help of resource people who can enrich the educational program. Store managers, bus drivers, firemen, policemen, and road repairmen not only can provide interesting demonstrations and lectures but also may allow you the use of their facilities so that the student can have first hand experiences. For example, the bus driver can provide you with the use of an empty bus to practice getting on and off.
Cooperation	Seek the cooperation of other teachers, professionals, and para-professionals. Bus drivers, school custodians, and community helpers can assist immeasurably in normalizing the lives of your students.

Bender, M. and Valletutti, P.J. *Teaching the Moderately and Severely Handicapped Curriculum Objectives, Strategies, and Activities,* Vol. I. Baltimore: University Park Press, 1976, pp. 10-20.

ORGANIZATION

Classroom organization has been described by Leeming et al. (1979):

> It is the teacher's classroom organization which leads to the cooperation of the different objectives, methods and resources for different children or groups of children. This includes the use and allocation of time, space and personnel, and involves the establishment of priorities. The possibilities in classroom organization are considerably increased where classroom assistants are available, and with imaginative use of audio-visual equipment, individuals and

> small groups can function independently of the teacher. The amount of time saved through deliberate planning for individual and small-group learning can be enormous (p. 43).

This phase, then, involved numerous considerations. Bates, Renzaglia and Wehman (1981) have discussed organizational factors which are so important for appropriate educational programming. Some of these factors are summarized in Table 3.4.

Table 3.4 Organizational Considerations

Type	Description
1. Classroom Program Schedule	A classroom schedule should be developed to ensure appropriate curriculum content coverage and equality of instructional programmiing among the pupils. Furthermore, an appropriate classroom schedule will facilitate systematic programming and consistent instruction necessary for these pupils. A sample timetable outline is presented in Figure 3.7. The instruction of prioritized objectives for each pupil should be scheduled on a *daily* basis. Therefore, skill areas and group scheduling must reflect the teaching needs, that is, the objectives selected for the pupils. The schedule should indicate the skill areas and specific skills for each day and instructional time-period. In addition, the pupils involved in each instructional group should be listed as well as the instructional activities and the persons responsible for teaching.
2. Functional Activities and Natural Environments	Throughout this guide, the necessity to teach only functional skills has been stressed. By planning functional activities and using real materials, instruction will be beneficial to the pupils. Bates et al. (1981), identified the end result of teaching non-functional skills. They described the isolated skills acquisition of some 20 year old students "which have no apparent functionality, such as stacking rings on a post when they are unable to stack dishes properly" (p. 144). Moreover, functional activities should not only involve "skills of immediate usefulness" and incorporate realistic materials (e.g., the sorting of knives, forks, spoons, laundry), but also should be taught in a variety of natural environments. For example, the skill of scouring the sink should be performed in the washroom and kitchen of both the school and home. This would represent performance across four natural environments.

Table 3.4 (Cont'd.)

Type	Description
3. Age-Appropriate Curriculum Materials, Activities, Classroom Environments and Interactions	Regardless of the pupil's developmental level, the materials, activities, classroom decor and interactions should reflect the pupil's chronological age (Bates et al., 1981). Identifying and changing instruction to meet the chronological age level of the pupil is a difficult task. Some of the commercial materials, suggested activities and patterns of interaction used in instruction are designed for preschool or young children. All too often these materials and activities are not age-appropriate for the elementary and secondary classes. The example provided by Bates et al. (1981) demonstrates that a 13 year old long-term special needs pupil throwing velcro darts at a board is more age-appropriate than throwing bean bags into "Bozo's" mouth. Both serve the same developmental and recreational skill needs. The teacher must be able to identify inappropriate materials and activities and then select ones that represent the pupil's chronological age without changing the skill development level.
4. Group Instruction	Many educational objectives for the pupil require individualized instruction; yet, by grouping pupils with similar objectives and individualizing within the program group, instruction can be more efficiently achieved. Also, small group instruction provides the opportunity for pupils to benefit from peer modeling, interaction and reinforcement. Well-planned instructional activities can meet individual needs within a group lesson. In group instruction, the following skills should be learned by the pupils in order for efficient and successful programming to take place: 1. taking turns, 2. watching and listening quietly to their peers, and 3. reinforcing (and encouraging) their peers' responses. The teacher's major responsibility in providing group instruction is to individualize instruction and activities within the group. By planning for instruction and groupings carefully, the teacher can still meet a different objective for each pupil within a group.

Table 3.4 (Cont'd.)

Type	Description
5. Interaction with Other Pupils in School	Brown, Branston, Hamre-Nietupski, Johnson, Wilcox and Gruenwald (1979) defined three levels of interactions that can occur with special needs persons: 1. proximal, 2. helping, and 3. reciprocal. The most frequent type of interaction that does occur between special needs and other pupils is proximal which involves special needs pupils in the proximity of other pupils. An example of proximal interactions for special needs pupils in New Brunswick is riding on a school bus with other pupils. Another example is playing on the same playground during recess. Helping interactions occur when other pupils assist the special needs individual in some activity such as feeding and walking to and from the school bus. Reciprocal interactions are ones in which both the special needs and other pupils benefit from or enjoy the activity, such as, playing together at recess, working together on a class project, participating together in gym, music and social activities. For the most part, these three types of interactions do not occur spontaneously. Careful planning and a serious commitment by the teacher and other school staff are needed to facilitate numerous types of interactions between special needs and other pupils. This commitment should also extend to the parents and the community.

Figure 3.7
TIME TABLE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

TEACHER STYLE

According to Leeming et al. (1979), teacher style

> ... includes personal mannerisms, attitudes and values which manifest themselves, in behavior characteristics of the teacher, impinge directly on the children in the classroom, and lead to and control child behavior. (pp. 43-44)

CHILD BEHAVIOR

Child behavior means all those responses produced by the child including oral, written and gesture. The child's total range of behaviors should be taken into consideration (Leeming et al., 1979). Also, the child's attitudes, learning style, interest, family background, abilities, disabilities and other factors related to learning and personality should be addressed as to their effects on child behavior.

EVALUATION

The evaluation of the pupil's educational program and progress is a necessary component of systematic teaching. The observation and objective assessment of the pupil's performance on subtasks, tasks or skills delineated in the instructional objective indicate the pupil's progress and the effectiveness of the educational program. If the pupil is not progressing at his/her normal learning rate during the instructional period, then the teacher must investigate why the educational program is not successful and/or efficient. A variety of factors should be considered in determining the reason(s) for an unsuccessful program. Modifications may need to be implemented, such as altering the method of instruction, re-assessing the prerequisite skills, changing the reinforcement, and making a more delineated analysis of the task.

In educational evaluation there are numerous types of measurement systems and data collection procedures (See Appendix H). The type of evaluation and the specific form to record data will depend on type of behavior, task or skill and the criterion measure stated in the pupil's behavioral objective. Some behaviors, such as social behaviors, lend themselves to frequency counts by tabulation; others, such as task-analyzed skills, require a recording system of prompt or progress level ratings. The evaluation of some behaviors and skills necessitate daily recordings (e.g., appropriate classroom behaviors); others are assessed less frequently, such as on a weekly, bi-weekly or monthly schedule. The evaluation of prioritized objective skills and behaviors should be undertaken on a periodic basis.

Form IV, Progress Record: Pupil's Prioritized Instructional Objectives (See Figure 3.5) has been devised to record relevant information regarding a pupil's individual educational program including the evaluation of prioritized objectives on a scheduled basis. It is recommended that more frequent evaluations be incorporated in the instructional program and the summarized results be recorded on this form during the appropriate evaluation periods. In addition, curriculum programs will include suggestions on systems for recording evaluative data. Appendix H contains some example of forms for recording pupil progress on a regular basis.

To determine pupil progress, the evaluative data recorded during the instructional periods should be analyzed against the criterion measure stated in the behavioral objective. Also, the data should be compared with earlier evaluations to ensure a steady learning rate. Once the criterion has been met, that is, the skill has been mastered as determined by systematic evaluation, then a maintenance period should be initiated. During this maintenance phase, the newly acquired skill or behavior should be monitored in a variety of situations and during different time periods. This will ensure that the skill has been mastered and retained by the pupils and that instruction has been successful. At this point, the completion date should be noted on Side 2 of Form IV and an instructional objective with more vigorous conditions and criterion might be selected to facilitate the attainment of the identified short term objective of priority on Form III. If the short term objective, however, has been achieved, then this should be noted on Form III under D.A. (Date Achieved). A new short term objective of priority may need to be selected from Form III and developed into an instructional objective, and then added to Form IV.

Form IV is intended as a school record. To aid the teacher in reporting summary evaluations of pupil progress to the parents, a sample Pupil Progress Report is provided in Appendix I. Student evaluation should include progress reports on skills and areas identified on Form III. In most cases, the report to the parents should be a comprehensive description of their child's abilities and progress.

The Pupil Progress Report form presented in Appendix I is included as a suggested way of reporting descriptive progress. The teacher must assess various means of reporting pupil progress to parents and devise a system or procedure that best meets the needs of the school, teacher, parents, and pupil.

SUMMARY

The systematic instructional process and the four provincial forms which were designed to assist the teacher in planning individual and total class programs were described in this chapter. Suggestions were made in order to facilitate implementation of the instructional process and use of the forms. A sample of the forms is provided in Appendix D. It is expected, however, that the teacher will create modifications and revisions and will make judgments necessary in order to insure that the forms are relevant and useful.

Chapter IV — Commercial Curriculum Program Descriptions and Information

The curriculum programs pilot-tested by selected Auxiliary Class teachers in New Brunswick* are the subject of this chapter. These teachers provided additional information on the specific program that they implemented in their classes. This information is presented following each curriculum program description.

The number of teachers that were involved in providing supplementary information is identified for each program. In some cases, teachers using a particular program varied in their response to specific questions. For example, answers to some questions include both "yes" and "no" responses. The responses and comments presented represent a compilation of information as obtained from all the teachers using each specific program.

The following list identifies the curriculum programs that are described in this section.

1. *Teaching the Moderately and Severely Handicapped Curriculum Objectives, Strategies, and Activities*
2. *Portage Guide to Early Education*
3. *Th Radea Program*
4. *The Teaching Research Curriculum for Moderately and Severely Handicapped*
5. *Education for Independence*
6. *Parent Partnership Training Program*

*Supplemental information (e.g., cost, revised editions) is stated in Chapter V.

For reasons of space, the pilot-tested program descriptions are not included in this guide, but are available separately from the Special Education Services Branch, New Brunswick Department of Education.

Chapter V — Commercial Resource and Reference Materials

An annotated bibliography of resource and reference materials available on teaching pupils with special needs and other children, youth and adults with specific disabilities is presented in this chapter. Since there are numerous materials currently available for teaching special needs pupils, this list is only a representative sample of commercial resources. The materials listed in this section, however, are ones that are available to interested parents, teachers and other personnel for short-term loan (i.e., two to three week period). These materials have been provided by the Special Education Services Branch, New Brunswick Department of Education.

The materials outlined in this section are categorized in the following areas: Assessment; Communication; Comprehensive which includes programs containing more than two curriculum domains; Functional Academics, Home, Economic and Vocational; Personal-Social; Recreation-Leisure Time; and, Reference Materials. A list of all materials is provided in the first section of this chapter and includes a coding system for borrowing materials. A second section, published separately, contains a description of each material available for loan.

Each material description includes where the resource or reference material is located. Appendix J* provides a list of location addresses and persons to contact. In order to borrow materials, check the New Brunswick location listed within this section and then refer to Appendix J to obtain the correct location address and person to contact. Also, identify the code number for the material (See Codes and Titles for Resource and Reference Materials on following page). Once this information has been obtained, complete the Request for Materials form (See Appendix K).

*Note: Appendix J will be updated periodically and/or when changes occur.

CODES AND TITLES FOR RESOURCE AND REFERENCE MATERIALS

Code	Title
Assessment	
100-AAM	A.A.M.D. Adaptive Behavior Scale, School Edition
100-BAL-1	Balthazar Scales of Adaptive Behavior; I - Scales of Functional Independence
100-BAL-2	II - Scales of Social Adaption (6)
100-BCP	Behavioral Characteristics Progression Observation Booklet
100-BRI-1	Brigance Diagnostic Inventory of Early Development (3)
100-BRI-2	Brigance Inventory of Basic Skills (3)
100-CAM	Camelot Behavioral Checklist (3)
100-CAR	Career Adaptive Behavior Inventory and Developmental Activities
100-IND-1	Individual Assessment and Treatment for Autistic and Developmentally Disabled Children Vol. I - Psychoeducational Profile
100-IND-2	Vol. II - Teaching Strategies for Parents and Professionals
100-LIT	The Litton Behavioral Assessment Guide
100-POR	Portage Guide to Early Education Checklist
100-PRO	Progress Assessment Charts of Social and Personal Development
100-SAN	San Francisco Vocational Competency Scale
100-TAR	The Tarc Assessment System (2)
100-TMR	T.M.R. Performance Profile for Severely and Moderately Retarded
100-VUL	Vulpe Assessment Battery
Communication	
200-BLI-1	Blissymbols for Use
200-BLI-2	Handbook of Blissymbolics
200-BLI-3	Teaching and Using Blissymbols
200-COMP	Communication Programming for the Severely Handicapped: Vocal and Non-Vocal Strategies
200-COMT	Communication Training Program
200-FOK	Fokes Sentence Builder
200-LAN	Language Acquisition Program for the Retarded or Multiply Impaired
200-NONR	Non-Vocal Communication Resource Book
200-NONT	Non-Vocal Communication Techniques and Aids for the Severely Physically Handicapped

Code	**Title**
200-SIG	Sign Language Curricula
200-SIGE	Signing Exact English
Comprehensive	
300-ADA	The Adaptive Behavior Curriculum: Prescriptive Behavior Analyses for Moderately, Severely Handicapped Students, Volumes 1 and 2
300-BEC	Becoming Independent: A Living Skills System
300-BEC-1	User's Guide
300-BEC-2	Curriculum/Personal Management 1.0.0
300-BEC-3	Curriculum/Social Development 2.0.0
300-BEC-4	Curriculum/Household Management 3.0.0
300-BEC-5	Curriculum/Academic Skills 4.0.0
300-BEC-6	Curriculum/Home Activities 5.0.0/Community Activities 6.0.0
300-BEC-7	Curriculum/Job Readiness 7.0.0/Work Skills 8.0.0
300-CUR	Curriculum for Daily Living
300-EDU	Education for Independence
300-LIF	Life Centered Career Education: A Competency Based Approach
300-MEA-1	MEAD TMI/SMI: Language Development Objectives
300-MEA-2	Daily Living Objectives
300-MEA-3	Body Movement and Physical Education Objectives
300-MEA-4	Adaptive Work Skills Objectives
300-MEA-5	Vocational Objectives
300-MEA-6	Objectives for Life Competencies
300-MOO	Parent Partnership Training Program (former title); The Moore Program (new title)
300-MOO-1	Book 1 - Introductory Guide
300-MOO-2	Book 2 - Parent's Manual
300-MOO-3	Book 3 - Basic Communication
300-MOO-4	Book 4 - Developing Social Acceptability
300-MOO-5	Book 5 - Developing Responsible Sexuality
300-MOO-6	Book 6 - Light Housekeeping and In-Home Assistance
300-MOO-7	Book 7 - Heavy-Duty Cleaning and Yards and Ground Care
300-MOO-8	Book 8 - Skills of Daily Living
300-POR	Portage Guide to Early Education
300-PRE	A Prescriptive Behavioral Checklist for the Severely and Profoundly Retarded (Vol. I, II, & III)
300-RAD	The Radea Program
300-SEL	Selected Educational Tests Referenced to MEAD Objectives
300-SKI	Skills Necessary for Contributive Family and Home Living
300-STE	Steps to Independence: A Skills Training Series for Children with Special Needs

Code	Title
300-STE-1	Training Guide
300-STE-2	Behavior Problems
300-STE-3	Early Self-Help Skills
300-STE-4	Intermediate Self-Help Skills
300-STE-5	Advanced Self-Help Skills
300-STE-6	Speech and Language: Level 1
300-STE-7	Speech and Language: Level 2
300-STE-8	Toilet Training
300-STE-9	Toward Independent Living
300-TEAL	Teaching and Learning Strategies for Physically Handicapped Students
300-TEAM	Teaching the Moderately and Severely Handicapped Curriculum, Objectives, Strategies, and Activities, Vol. I, II, & III
300-TEAR	The Teaching Research Curriculum for Moderately and Severely Handicapped; Vol. I & II
300-TEAY	Teaching Your Down's Syndrome Infant; A Guide for Parents
Functional Academics	
400-DUB	Dubnoff School Program 1
400-MON-1	Money Makes Sense
400-MON-2	Using Dollars and Sense
400-MON-3	Working Makes Sense
400-TEA	Teaching Functional Academics: A Curriculum Guide for Adolescents and Adults with Learning Problems
400-TIM	Time and Telling Time
400-WOR	Working with Cash (Workbook and Teacher's Edition)
Home, Economic and Vocational	
500-CAR	Career Education and Rehabilitation for the Mentally Handicapped
500-COM	Community Sign Reading
500-COMP	Competitive Employment; New Horizons for Severely Disabled Individuals
500-HIG	High School Study Program for the Retarded
500-HOU	Housekeeping Skills
500-HOW	How to Hold Your Job
500-PIC	101 Picture Recipes
500-PRE	Prevocational and Vocational Education for Special Needs Youth
500-TEA	Teaching Interpersonal and Community Living Skills: A Curriculum Model for Handicapped Adolescents and Adults
500-VOC	Vocational Curriculum for Developmentally Disabled Persons

Code	Title
Personal/Social	
600-LET	Let's Play to Grow
600-SEX	Sex Education for the Developmentally Disabled; A Guide for Parents, Teachers and Professionals
600-SEXU	Sexuality and the Mentally Retarded: A Clinical and Therapeutic Guidebook
Recreation/Leisure	
700-LEI	Leisure Programs for Handicapped Persons Adaptions, Techniques and Curriculum
700-MUS	Music Activities for Retarded Children: A Handbook for Teachers and Parents
700-REC	Recreation Programming for Developmentally Disabled Persons
Reference	
800-CHI	Children on Medication: A Primer for School Personnel
800-DES	Design of High School Programs for Severely Handicapped Students
800-DYN	The Dynamic Assessment of Retarded Performers: The Learning Potential Assessment Device, Theory, Instruments & Techniques
800-EDU	Educating and Understanding Autistic Children
800-EVE	Everybody Counts! A Workshop Manual to Increase Awareness of Handicapped People
800-HEL	"Hello Everybody . . . " Part 4, Developmental Disabilities
800-IND	Independent Study: Evaluation of Assessment Instruments for the Moderately and Severely Retarded
800-LIK	Like It Is
800-MET	Methods of Instruction for Severely Handicapped Individuals
800-PUB	Public School Prevocational Programs for Severely Handicapped Individuals
800-UND	Understanding Differences
800-VOC	Vocational Education Programs and Services for High School Handicapped Students
800-WHA	What's the Difference? Teaching Positive Attitudes Toward People with Disabilities

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PARENT TEACHER CONFERENCES*

A Guide for Teachers

Conventional means of reporting a student's progress to the home are changing. A growing number of schools are finding that the parent-teacher conference as a supplement to the traditional report card is the best way to inform parents about their child's performance in school. The one-on-one parent-teacher conference can be a positive tool to improve home-school communication and understanding. However, unless properly planned and carried out, the parent-teacher conference could lead to misunderstanding and confusion. This brochure, published for teachers by the New Brunswick Teachers' Association

Appendix A

Before the Conference

Make Sure you Know the Student. Know the child by name, not just the desk he occupies.

Prepare a Check List. Include such things as work habits, day-to-day performance related to his capabilities and social and emotional adjustment. Prepare an outline of skills, concepts, and topics covered during the past term and indicate the level of attainment for individual students.

Establish a Friendly Setting. Get out from behind your desk. The interview should be conducted in a comfortable, informal atmosphere. Remember, a presentable classroom will help to set a good tone.

Schedule Your Conference. Arrange times so that you can have a few minutes between conferences to make notes on the previous conference and prepare for the next one. Firmly, but politely, stick to your timetable.

Be Prepared to Explain the School's Programs and Evaluation Procedures. Parents have a right to know what you are doing with their child. Know about school purposes, methods and evaluation procedures.

Prepare Examples of the Student's Work. When you report on a student's weaknesses or strengths, have specific examples to show parents.

During the Conference

Begin with a Positive Remark. A favourable comment, before launching into discussion of the child's performance, sets a good tone for the conference. End with a positive comment, too.

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*Parent Teacher Conference Pamphlet from NBTA Public Relations Committee, New Brunswick Teacher's Association.

Use Examples When Explaining. Use definite examples of the student's work when explaining any strength, weakness or means of improvement. Definite examples of student's behaviour should be used to explain his level of maturity and personal adjustment.

Explain Standards. Be explicit when telling how you have determined a student's capabilities. Explain purposes and limitations of achievement and intelligence tests. Be prepared to explain the curriculum and why this approach is being used.

No Jargon. Use every day language. Professional and psychological terms such as overachiever, cognitive, regression and the like are out.

Suggest Possible Techniques to Use. Telling a parent what to do easily arouses resentment. A better technique is to explain some procedures that have worked in other cases. These can then be discussed in terms of whether they will work for this particular student or not.

Don't Predict. You may be wrong when you express an opinion on a child's future achievement. Your discussion about a student should be based on the current school year.

No One Wins an Argument. If parents refuse to acknowledge that their child has a difficulty, it is useless to attempt a solution. Further illustrations of the student's poor behaviour or academic performance from you or other teachers may result in the parents admitting that there is a problem. Then, solutions can be developed.

Be Prepared to Limit Discussion. Be selective when dealing with a student's difficulty. It is better to focus on one problem in depth than to give a superficial treatment to many.

Politely Refuse to Discuss Certain Matters. If parents keep referring to a specific problem, it is likely a real concern with them. Allow time for it, even if it seems insignificant. However, avoid topics which could confuse, mislead or cause you to be unprofessional: psychological interpretations; placing blame for a student's problem on the 'other' parent's behaviour; specific test scores and ratings; and, other teachers or children. In any case, anything that is said during the conference should be held in confidence.

Let Parents Ask Questions. Parents will likely have something on their agenda to discuss with you. Inquire directly, "Is there anything you want to discuss?"

Take Stock When the Interview Concludes. Summarize parents' ideas and your suggestions. Reaffirm the ways you both can follow through.

The Next Conference. Thank parents for attending the conference. Make sure that it is clear upon whom the responsibility for calling the next conference lies — you, the parents, or both you and the parents.

Those "Other" Conferences
A Check List . . .

Often a parent-teacher conference has to be hastily called, by teacher or parent, to deal with an emergent concern. Here is a quick check list for these conferences. Remember that all the guidelines for the reporting conference also apply.

☐ Make sure you and the parents clearly understand the problem.
☐ Prepare as carefully as possible; be informed about school methods, purposes, Department of Education curriculum guides, etc.
☐ Insure privacy and confidentiality.
☐ Be professional; keep to the topic.
☐ Develop an attitude of co-operation. Do not argue.
☐ Delay making definite suggestions yourself; encourage the parents to offer their suggestions.
☐ Make plans together for future progress.
☐ End on a positive note.

After any Conference you should . . .

☐ record points covered.
☐ list the conclusions reached — including how the next conference will come about.
☐ note your personal impression of the conference. Jot down any information which may help you to teach the student more successfully.

Make sure you carry out your part of any follow through.

APPENDIX B

TASK ANALYSIS*

Task analysis is the process of breaking a skill into finer, more-teachable steps. Trainable retarded children have difficulty learning complex skills as a whole. However, when each skill is divided into steps, they are able to learn the task by mastering the component parts of the skill. Skills in virtually any area can be task-analysed and taught in this manner. Examples of task analysis from various skill areas are given below.

There is a variety of textbooks and curriculum outlines containing collections of task analysis. Several of these are listed in the reference section. However, it is important for teachers, when using task analyses developed by others, to make the necessary changes for using the analyses with the particular child (or children) involved. Task analyses need to be geared to the individual child, and the teacher should avoid attempting to fit all children into a specific task analysis.

The teacher can develop his or her own task analysis for a specific program. The process of task analysing is illustrated in the example in the accompanying chart. The objective may be stated as follows: "Billy will tie his shoe laces independently when given the command 'Billy, tie your shoes' at least nine out of ten times for three consecutive days."

*Taken from Ontario Ministry of Education, 1981, pp. 12-13.

The task analysis is then developed as follows:

1. Specify the main task: "to tie laces independently".
2. Identify prerequisite skills.
3. Identify subtasks.
4. Treat each subtask as a main task and continue breaking down.
5. Terminate the analysis when the task is broken down finely enough for the pupil(s) involved (i.e., when it reaches the level of the pupil).
6. Review the steps with the specific student(s) in mind. Are there enough subtasks? Is anything missed? Are any of the steps unnecessary?

Although there are numerous ways of tying shoes, the method of shoe-tying given in the chart was developed as a simple way for training retarded individuals and is not the shoe-tying method commonly in use. Initially, the skill of tying shoes was broken into only two steps. These steps were further divided into four components each. The teacher stops at this point if Billy can now be fitted into the program. If not, the steps that are still too broad to suit Billy may need to be further divided, as in step 1 (a) of the chart.

Appendix B

Specific Task Analysis Chart

Skill: To tie a shoelace

Prerequisite skills: The child must be able to:

- a) grasp lace between thumb and forefinger;
- b) bend body;
- c) place hand on shoe;
- d) pull lace sideways and up.

Steps:

1. Tie a half-knot:
   - a) Put one end of lace across shoe:
     - i) Grasp lace between thumb and forefinger
     - ii) Move lace across shoe.
     - iii) Release grasp on lace.
   - b) Put second end of lace across first.
   - c) Put second end under first end twice.
   - d) Pull two ends to tighten knot.

2. Tie a bow:
   - a) Tie second half-knot (leaving it loose enough to push the tips of the lace into it).
   - b) Put top lace into hole from tip to make a small loop.
   - c) Put bottom lace into hole from bottom to make a small loop.
   - d) Take one loop in each hand and tighten bow.

The teacher will need to identify prerequisite skills prior to beginning the task, isolating each step and teaching one step at a time. Mastery of one step leads to training in the following step. The child can be trained by beginning at step one and progressing through the remaining steps of the task. When a step is learned, the next step is added (i.e., first the child completes only one step, then steps one and two combined, etc.).

An alternate method is to have the training take place in backward order. The task would be completed for the child up to the final step, which would be trained first. Then the teacher would complete the task up to the last two steps, and so on. Certain tasks are more meaningful to a child if they are trained in a backward order. When using task analysis in this single-step manner, the teacher must make a decision as to which method is most desirable and or practical.

An alternative method of training is to teach all steps of a task simultaneously (i.e., work through the complete task during a training session). Project More, by J.R. Lent (see reference section), advocates the teaching of skills such as nose-blowing in this manner.

Task analysis is normally used by itself as a teaching mode. The pupils are isolated for certain time periods each day to work on their designated task-analysis programs. However, these programs may be combined with other teaching modes. For example, a child could be taught a task-analysed eating skill during a group activity such as snack time, or the mode of play could be combined with task analysis to teach a fine motor skill.

Appendix C

PUBLISHERS OF PICTURE SYMBOL SYSTEMS

Title: **THE PICTURE COMMUNICATION SYMBOLS**
Author: Rosanne Mayer-Johnson
Publisher: Mayer-Johnson Co.
Box 86
Stillwater, Minnesota 55082

Title: **TALKING PICTURES, KIT I, II, & III**
Publisher: Crestwood Company
P.O. Box 04513
Milwaukee, Wisconsin 53204

Title: **PICTOGRAM IDEOGRAM COMMUNICATION (PIC)**
Publisher: The George Reed Foundation for the Handicapped
P.O. Box 1547
Regina, Saskatchewan
S4P 3C4

Additional information may be obtained from:

Augmentative Communication Service
Ontario Crippled Children's Centre
350 Runsey Road
Toronto, Ontario
M4G 1R8
(416) 425-6220

Appendix D

SAMPLE OF COMPLETED PROVINCIAL

Forms I-IV

Forms I-IV have been completed (See Figures A.1-A.5) using a hypothetical student, Jane Robinson. The objectives on Forms III and IV (See Figures A.3 and A.4) were selected from all of the seven skill areas identified and defined in Chapter II only for the purpose of illustration. A typical completed Form III might include short-term objectives of priority in only several skill areas; whereas, Form IV might contain one to five instructional objectives of priority.

A description of the completed sample forms is presented as follows:

Form I. Form I (See Figure A.1) was sent home with the student and completed by the parent during the first week of school. The teacher filled-out the section on "School".

Form II. Form II (See Figure A.2) was recorded by the teacher as expressed by the parent during a parent-teacher interview three weeks after school started. Important phone calls and subsequent Parent-Teacher Interview were summarized in additional notes. The emphasis was not on recording every communication, but just those which the teacher felt important to help to direct home-school monitoring of pupil progress.

Form III. A list of the more important educational needs of the pupil as determined by assessment and parental consultation was recorded under Long-Term Goals and Short-Term Objectives (See Figure A.3). Initial Selected Objectives were checked in the first column. Those also shared with three or four other classmates were circled. One objective "Riding school bus, observing acceptable and safe behavior", commenced in September and was nearly completed by the time Form III was written. Because it was considered such a priority objective, it was listed on the Form. Three other objectives, one which had been identified by the parents ("wake, dress and wash within 20 minutes after having been awakened"), were selected. Others were added and these were completed by the end of the year. One, "making bed adequately without assistance", was never completed to criterion level and so was not indicated as completed. Several others which were not formally selected, but which were taught during the year, were mastered and so noted in order to faciliate the next year's summary.

Form IV. Short-term objectives were more specifically defined as instructional objectives in behavioral terms and with criteria and conditions (See Figure A.4). Dates instruction commenced, methods and materials were listed on Side I. In the sample, no more than two skill areas were included on one side in order to facilitate appropriate grouping of additional objectives which might have been added during the year.

Periodic evaluation was recorded on Side 2. One key is attached to each student's yearly Form to facilitate "translation by other teachers (See Figure A.5). Brief anecdotal notes are included under "Comments and Modifications". After a pupil achieves mastery of an objective, Post-Assessment dates are recorded periodically to insure maintenance of a skill or behavior.

Appendix D

FORM I ANNUAL PUPIL INFORMATION

FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*

THIS FORM TO BE COMPLETED BY SEPTEBMER 30TH.

Date *September 8, 1983*

Pupil's Name *Jane Robinson*

Address *12 Pleasant Avenue, Crystal Ridge, N.B.* Postal Code *E0F 2G0*

Birthdate *May 7, 1972* Social Ins. # *none*

Parent / Guardian Name:

Mother *Susan Langley* Father *Bill Robinson* Guardian *Alfred Langley (stepfather)*

Phone # *287-3243*

Emergency Phone #:

Mother *287-5563* Father *287-6252 (Alfred)* Other *287-2951 (Audrey Nason, Aunt)*

Siblings *Anne Marie (BD '70); Peter John (BD '74)*

Medical

Doctor's Name *Dr. John Hunt* Phone # *287-5626*

Hospital Phone # *385-2291* Medicare # *915-286-123*

Medication: *2 teasp. Benedryl at noon (and a.m. and p.m.) for hyperactivity*

Diet Information: *no allergies*

Physical / Medical Restrictions: *vision in left eye 20/40*

School

Transportation Information: *rides bus No. 3, but takes Henry Hill's bus over to high school at dismissal and then transfers to J. Kay's bus*

Integrated Activities:
- *eats lunch in school lunchroom*
- *on school playground at noon and recess*
- *participates in all-school activities*
- *participates in Gr. 3 music (25 min. Tues. and Thurs.)*

Current Support Services

	Name	Phone No.	Location / Schedule
O.T.			
P.T.			
Psychologist	*Mary Shore*	*385-3875*	*Mental Health Clinic*
P.H. Nurse			
Social Worker	*Harry Olson*	*385-4359*	*Dept. of Social Services, Fredericton, N.B.*
Speech			
Other			

Figure A-1
Sample of Form I

Appendix D

FORM II PUPIL/PARENT INFORMATION AS IDENTIFIED BY THE PARENT
FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*
THIS FORM TO BE COMPLETED BY SEPTEMBER 30TH.

Pupil's Name *Jane Robinson*

Date: *September 26, 1983* Time: *5:30 p.m.*

Type of Contact (School Interview, Telephone, Home Visit, and/or Mail Correspondence): *school interview*

Persons Involved: *Susan Langley (mother)*
Bernice Hall (teacher)

I. STUDENT INTERESTS, ACCOMPLISHMENTS AND NEEDS: *Jane enjoys playing with younger neighborhood children in such activities as jumprope, baseball, "house", "school", and some board games (checkers). She listens to children's records frequently. She dresses, feeds, and bathes herself at home. She is learning to wash her hair and ride a 2-wheeler.*

II. PARENT CONCERNS, PRIORITIES AND PROBLEMS: *Jane is picking up offensive language from neighborhood children . . . Mother would like Jane to dress and wash faster in morning without "nagging" . . . Jane needs to learn how to cut own food with knife and fork . . . Mother would like Jane to lose weight.*

III. ADDITIONAL INFORMATION: *The nail-biting is reduced.*
Mother would like Jane to take swimming lessons this summer. I suggested she check with the YMCA.

Selected skills for home practice: - *Parents will encourage Jane to dress and wash and to be ready for breakfast within 20 minutes after being wakened.*

Susan Langley
Parent's Signature

Bernice Hall
Teacher's Signature

Figure A-2
Sample of Form II

Appendix D

Additional Parent Contacts:

Sept. 30: Jane is misbehaving on bus and bus-driver reported to me. After phoning mother, we agreed on a plan: Jane is to receive orange "ticket" from bus driver when she leaves the bus, if she has been good, or a black "ticket" if behavior and language were acceptable.

Oct. 30: Called mother to report bus behavior considerably improved when coming to school. Mother reported behavior was good on return. Mother agreed to give Jane a treat (dinner out) and she can have 1/2 hour "game-time" on the computer instead of 1st period work tomorrow in class.

Nov. 17: Parent-teacher interview. Mother pleased with improved behavior on bus. Reported "ticket-system" worked well at home. Agreed to concentrate on getting Jane to dress and wash in 20 minutes after being woken on school mornings. I will "assign" this 2x a week in Jane's homework book and mother will jot a report down on the following morning. Encouragement and little rewards for success given at Morning Circle.

Jan. 8: Called mother. Jane's behavior on bus was unacceptable all week. "Ticket" system to be re-instated.

Feb. 4: Mother pleased with Jane's progress and with success of ticket system in "catching" Jane before her behavior became too difficult. I will check with bus driver periodically to insure all is well.

Feb. 4/84 (cont'd.): Mother pleased with Jane's progress in getting dressed quickly in morning, but Jane still does not do it dependably unless it is assigned. Agreed to work on this more: Monday night homework to include arising quickly Tuesday to Friday (in addition to other assignments) and mother to report the week's success on Friday. I will send some charts home to be stuck on fridge door.

April 30: Mrs. Langley reports Jane is counting and recognizes numbers at home much better. Also is doing exercises with her older sister. She suspects Jane doesn't get much chance to practice cutting her food with a knife and fork, because her aunt does it for her before Mrs. Langly gets home from work. I will try and plan school Thursday dinner menus to include foods that require a knife, and encourage Jane, but since our opportunities in class are infrequent most of that practice will have to come from home. We will suggest that Jane tell her aunt she can cut her food. Jane continues to play well with other children in the neighborhood. Mrs. Langley will try and give Jane a chance to buy 1 item from the corner store by herself periodically.

Figure A-2 (cont'd.)
Sample of Form II

APPENDIX D

FORM III SUMMARY OF PUPIL'S EDUCATIONAL NEEDS

FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*

THIS FORM TO BE COMPLETED BY OCTOBER 31ST. PARENT'S SIGNATURE SHOULD BE OBTAINED AT INTERVIEW IN NOVEMBER.

Pupil *Jane Robinson* **Teacher** *Bernice Hall* **Date** *Oct. 15, 1983*

Curriculum Skill Areas/ Long Term Goals	Short Term Objectives	*I.S.O.	O.P.	D.A.
SELF-CARE				
(to take care of personal hygenic & dressing needs independently)	*– to prepare for shower, wash/dry*			*Jun. 84*
	– to use knife and fork to cut food	✓		
	– to comb and part hair adequately			
	– to wake, dress and wash within 20 minutes after awakened	✓	*Nov. 83*	
COMMUNICATION				
(to express herself in simple and reasonably clear sentences . . . to listen and understand direction	*– to be able to express "what I did yesterday" or "I have a surprise" to show class during Morning Circle and to answer student's questions*	(✓)	*Oct. 83*	*Apr. 84*
	– state name, birthdate, age and address when asked	(✓)	*Oct. 83*	*Feb. 84*
	– names of days of week	✓		*Jun. 84*
	– repeat the date after me			
PERSONAL/SOCIAL				
(Mix with peers in comfortable and acceptable manner . . . Accompany family in community activities)	*– refrain from "the giggles" when socializing*			
	– ride school bus, observing acceptable and safe behavior	✓	*Sep. 83*	*Nov. 83* *Feb. 84*
	– answers me, "Yes, Mrs. Hall" and looks up when I address her	✓		

(✓) - Objectives shared with other classmates
*I.S.O. - Initial Selected Objectives
O.P. - Objectives of Priority
D.A. - Date Achieved

Susan Langley
Parent's Signature

November 10, 1983
Date

Figure A-3
Sample of Form III

Appendix D

Curriculum Skill Areas/ Long Term Goals	Short Term Objectives	*I.S.O.	O.P.	D.A.
PERCEPTUAL MOTOR/PHYS. ED.				
(Improve physical fitness . . . learn how to play simple ball games with others)	*– jog around gym 5x during warmups*			*Jun. 84*
	– throw softball overhand 5m.	(✓)		
	– copy student model during all-school "health hustle"			
ECONOMIC HOME USEFULNESS				
(Be able to perform basic and routine household chores adequately and responsibly)	*– get 10:00 snack ready for class without supervision*	(✓)		*Jun. 84*
	– make sandwiches			
	– wash, dry, put away dishes	✓		
	– make bed unassisted	✓	*Feb. 84*	
FUNCTIONAL ACADEMICS				
(Learn basic reading, math and printing skills which will assist in later semi-independence)	*– name, recognize and print numerals 1-10*	(✓)	*Oct. 83*	*Sep. 84*
	– match sets and numerals 1-7			
	– name coins	✓		*Jun. 84*
	– print name			*Jun. 84*
	– recognize calendar words and find date on calendar			
	– print numerals 1-10	(✓)	*Apr. 84*	*Jun. 84*
RECREATION/LEISURE				
(Be able to participate in basic board games with others and partake of several community activities like bowling and bingo)	*– learn 2 board or card games*	(✓)	*Feb. 84*	*Jun. 84*
	– bowl with 1 hand			
	– improve coloring skills so can stay within	✓		
	– lines			

*I.S.O. - Initial Selected Objectives
O.P. - Objectives of Priority
D.A. - Date Achieved

Figure A-3 (cont'd.)
Sample of Form III

Appendix D

FORM IV PROGRESS RECORD: PUPIL'S PRIORITIZED INSTRUCTIONAL OBJECTIVES
FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*
THIS FORM TO BE COMPLETED BY OCTOBER 31ST.

Pupil *Jane Robinson* **School** *Crystal Ridge Elementary* **Teacher** *Bernice Hall*

Date	Skill Areas	Instructional Objectives (Short-Term Objectives with Conditions & Criteria)	Methods and Materials
Sept. 30 '83	*Personal/ Social*	*. . . Jane will ride the school bus observing acceptable and safe in-seat behavior at all times*	*In a.m. and p.m. when leaving bus, the bus driver gives Jane an orange "very good" ticket. Jane collects orange tickets in envelope pinned on locker door and on fridge at home. Special privilege and rewards given periodically.*
Oct. 15 '83	*Communication*	*. . . Jane will be able to express in simple sentences and phrases "what I did yesterday" or to describe, "I have a surprise!" to class during Morning Circle, and to answer students' questions with minimal verbal prompts from teacher.*	*Daily during Morning Circle: standing in front of class without fidgeting and hands behind back. After finished with story, answer others' questions.*
Oct. 15 '83		*. . . Jane will state birthdate, age, address and name when asked by teacher or other adult 4/5 times.*	*3x a week during Morning Circle or when asked as "quiz question" before lining up.* *Activities suggested in Teaching the Moderately and Severely Handicapped, Vol. II, pp. 128-129.*

Figure A-4
Sample of Form IV

Appendix D

Evaluation					Comments and Modifications	Post-Assessment Dates
Initial Level	Nov.	Feb.	Apr.	June		
b4 *(Personal/ Social)*	*b1*	*b1*	—	—	**Nov.** *Only 3 black tickets early in Oct. for spitting and getting out of seat. Discontinued after 5 weeks and full envelope of orange tickets collected. Rewarded with 1/2 hr. game time at computer during 1st period.*	*Jan. 8 – unacceptable behavior reported* *Mar. 15 – good behavior* *June 15 – good behavior rest of year*
b2 *(Communication)*	*b2*	*b1-2*	*b1*	—	**Nov.** *Jane has improved considerably in past 2 months. She requires less reminding to stand properly (without hands in mouth etc.) Sentences longer.* **Feb.** *Sometimes requires no prompting to give 3 item list of what she did. Still needs help describing "surprise" in pocket.* **April** *Does well.*	*June 15 – still good*
b2	*b2*	*b1-2*	—	—	**Nov.** *Requires verbal prompts for all 4 statements. Still shy when visitor asks her.* **Feb.** *Can state age, name and town independently. Still needs prompt on birthdate. Can answer visitors questions if given clearly and directly to her. Discontinued concentrated training at this point.*	*June 15 – maintained Feb. level*

Figure A-4 (cont'd.)
Sample of Form IV

Appendix D

FORM IV PROGRESS RECORD: PUPIL'S PRIORITIZED INSTRUCTIONAL OBJECTIVES
FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*
THIS FORM TO BE COMPLETED BY OCTOBER 31ST.

Pupil *Jane Robinson*

School *Crystal Ridge Elementary*

Teacher *Bernice Hall*

Date	Skill Areas	Instructional Objectives (Short-Term Objectives with Conditions & Criteria)	Methods and Materials
Oct. 15 '83	*Functional Academics*	. . . *Jane will recognize and name numerals 1-10 on board 4/5 time.*	*Drill on board and in math notebook daily 1st period. Sheets or oral exercises given as homework 2x a week . . . "pop" questions when lining up.* *Activities suggested in Teaching the Moderately and Severely Handicapped, (TMSH), Vol. III, pp. 158-159.*
Apr. 30 '84		. . . *Jane will print numerals 1-10 on board when requested or in math notebook.*	*Drill on board, worksheets in class and home. Activities suggested in TMSH, Vol. III, pp. 143*
Nov. 15 '83	*Self-Help*	. . . *Jane will dress and wash within 20 minutes after awakened Monday through Friday without more than 2 prompts.*	*Assigned as homework 2x a week. Mother notes progress next morning in homework book. Check, reward and encourage at Morning Circle.*

Figure A-4
Sample of Form IV

Evaluation					Comments and Modifications	Post-Assessment Dates
Initial Level	Nov.	Feb.	Apr.	June		
b3 *(Functional Academics)*	*b3-2*	*b2*	*b1*	—	***Nov.** Jane can recognize numerals 1-5 4/5 times when written on board. Still requires gestural prompt with numerals 6-10.* ***Feb.** Can recognize and name numerals 1-5, 4/5 times and numerals 6-10, 3/5 times. Confuses 3, 7 and 9.* ***Apr.** Can recognize and name numerals 4/5 times.*	*June – maintained April level*
b2				*b1*	***June.** Can print numerals 1-10, 4/5 times.*	
b4 *(Self-Help)*	—	*b2*	*b2*	*b2*	***Feb.** Jane improving – often succeeds in 20 minutes, but might require more than 2 reminders.* ***Apr.** Much better with weekly schedule 4/10 perfect weekly reports.* ***June.** 5/10 perfect reports (slumped after time-change because getting to bed later). Continue next year.*	

Figure A-4
Sample of Form IV

Appendix D

FORM IV PROGRESS RECORD: PUPIL'S PRIORITIZED INSTRUCTIONAL OBJECTIVES
FROM *THE RESOURCE AND CURRICULUM GUIDE FOR TEACHERS OF PUPILS WITH LONG TERM DEVELOPMENTAL SPECIAL NEEDS*
THIS FORM TO BE COMPLETED BY OCTOBER 31ST.

Pupil *Jane Robinson* **School** *Crystal Ridge Elementary* **Teacher** *Bernice Hall*

Date	Skill Areas	Instructional Objectives (Short-Term Objectives with Conditions & Criteria)	Methods and Materials
Feb. 5 '84	*Economic Home Usefulness*	*. . . Jane will make bed 3x a week in school with minimal verbal prompts and only slight help in adjusting bedspread.*	*Make bed in classroom. Use checklist. Send home every week and instruct her to "practice" 1x over weekend.* *The Moore Program, Book 6, pp. 65-81*
Feb. 5 '84	*Recreational/ Leisure*	*. . . Jane will learn to set up and play 2 board/card games of her choice, and follow the rules, playing courteously and fairly and put away when done.*	*Allow to choose from Sesame St. Matchup, Berry Bird, Sorry, Snakes 'n' Ladders, Old Maid. Play 3x a week during a.m. or p.m. free-play. Attendant or I will periodically check on "rule following".*

Figure A-4
Sample of Form IV

Evaluation					Comments and Modifications	Post-Assessment Dates
Initial Level	Nov.	Feb.	Apr.	June		
b4 *(Economic Home Usefulness)*	—	—	*b2*	*b2*	***Apr.*** *Much better . . . knows sequence without prompts, needs help adjusting bedding, especially in folding sheet over blanket.* ***June.*** *Not much practice in June, but needs help only in bedspread. Mother reports doing well at home. Next year will consider training Jane to make bed regularly at home.*	
b2 *(Recreational and Leisure)*	—	—	*b2*	*b1*	***Apr.*** *Learned rules for Berry Bird and Sesame Street Matchup. Has chosen 2 more (Snakes 'n' Ladders, Sorry). Still requires occasional supervision in any game when playing with someone less sure of the rules (Jane tends to change them).* ***June.*** *Other than occasional squabbles, has learned above 4 games and enjoys them.*	

Figure A-4 (cont'd.)
Sample of Form IV

Appendix D

Figure A-5
Key for Evaluations

a) PROMPT LEVELS

1. Self-Initiates
2. Command Only
3. Command and Gesture
4. Command and Model
5. Partial Physical Assistance
6. Total Physical Assistance - with Cooperation
7. Total Physical Assistance - no Cooperation

b) PROGRESS LEVELS

1. Mastered
2. Improving
3. No Progress

c) PROMPT LEVELS

1. Independence
2. Verbal Cues
3. Gestural Prompts
4. Physical Guidance
5. No Response

d) TEACHER-MADE PROMPT OR PROGRESS LEVELS

1.
2.
3.
4.
5.
6.
7.

*Choose appropriate one(s)

Appendix E

THE LITTON BEHAVIORAL ASSESSMENT GUIDE FOR THE MENTALLY RETARDED AND SEVERELY HANDICAPPED (LBAG)

STUDENT INFORMATION FORM

Name ______________________ Date of Assessment ____________

Chronological Age: Yrs ______ Mos ______ Sex: M ______ F ______

Related Information to Test Administration:

Sensory Impairment: Vision ______ Hearing ______

Physical Disabilities: Cerebral Palsy ______ Other ______

Ambulatory ____________________ Nonambulatory ________________

Experimental Edition

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Freddie W. Litton

Directions

The Litton Behavioral Assessment Guide for the Mentally Retarded and Severely Handicapped (LBAG) is intended to serve as an assessment device to objectively determine the behavioral ability of individuals with a chronological age of three (3) to twenty-one (21). These areas of behavior that can be assessed are (1) self care, (2) basic communications, (3) social skills, (4) perceptual motor and physical skills, (5) functional academic, (6) recreation and leisure time, (7) economic usefulness and vocational skills, and (8) vocational skills.

1. Complete all items of the student information form.
2. Rate each skill or behavior with a checkmark utilizing the 5 level scale. One (1) indicates the lowest level of attainment of proficiency and five (5) indicates the highest level of attainment or proficiency.
3. Those skills or behaviors which only pertain to members of one sex (i.e. taking off or putting on a bra) should be left blank for persons of the opposite sex.
4. Total the skill values for each subarea of behavioral functioning and transfer to LBAG scoring sheet. Add upward to arrive at total points scored for each behavioral area (i.e. self care). Divide points possible into points scored to get proficiency percentage. Transfer percentages to individual profile sheets and total behavior comparison profile sheet.

Appendix E

I
Self-Care Skills

	1	2	3	4	5
A. EATING AND DRINKING					
1. Eats soft and solid finger foods					
2. Drinks from cup or training mug					
3. Drinks from glass					
4. Drinks through a straw					
5. Drinks from a water fountain					
6. Eats with a spoon					
7. Eats with a fork					
8. Cuts and spreads with knife					
9. Pours					
10. Opens milk carton container					
11.					
12.					
13.					
B. TOILETING					
1. Manipulates clothes before and after toileting					
2. Bladder control during day					
3. Bladder control during night					
4. Bowel control during day					
5. Bowel control during night					
6. Uses toilet tissue					
7. Flushes toilet after use					
8. Washes and dries hands					
9. Indicates need for toileting					
10.					
11.					
12.					
C. CLOTHING					
Dressing and Undressing					
1. Cap and hat (off/on)					
2. Socks (off/on)					
3. Mittens (off/on)					
4. Underwear (off/on)					
5. Pull on pants (off/on)					
6. Slip on shoes (off/on)					
7. T-shirt (off/on)					
8. Slip (off/on)					
9. Slip on dress (off/on)					
10. Button type shirt (off/on)					

Appendix E

I (cont'd.)
Self-Care Skills

	1	2	3	4	5
D. PERSONAL GROOMING AND HEALTH					
Hands					
1. Wash own hands when needed					
2. Dry own hands after washing					
3. Use soap or a soap dispenser					
4. Clean own nails					
5. Use an emery board					
6. Use fingernail clippers					
7. Apply and remove fingernail polish					
8.					
9.					
10.					
Nose					
11. Blow and wipe nose with tissue or handkerchief					
12.					
13.					
14.					
Teeth					
15. Brush teeth					
16. Use mouthwash					
17. Use dental floss					
18.					
19.					
20.					
Hair					
21. Combs hair					
22. Brushes hair					
23. Shampoos hair					
24. Uses hair dryer					
25. Puts hair in rollers					
26.					
27.					
28.					
Face					
29. Wash and dry face					
30. Apply and remove makeup					
31. Use electric razor					
32.					
33.					
34.					

Appendix E

I (cont'd.)
Self-Care Skills

	1	2	3	4	5
Body					
35. Use deodorant					
36. Bathes & showers independently					
37. Applies skin moisturizer					
38. Take care of self during menstruation					
39.					
40.					
41.					
Unfastening and Fastening					
20. Unzips/zips (pants type)					
21. Unzips/zips (jacket type)					
22. Unsnaps/snaps					
23. Unhooks/hooks					
24. Unbuttons/buttons					
25. Unbuckles/buckles					
26. Unlaces/laces					
27. Unties/ties					
28.					
29.					
30.					
Care and Use of Clothing					
31. Identify own clothing					
32. Identify appropriate clothing weather					
33. Identify appropriate clothing different sexes					
34. Identify dress clothing					
35. Identify work clothing					
36. Identify appropriate sizes					
37. Identify coordinated clothing					
38. Selects clean clothing					
39. Adjusts clothes on body for neatness					
40. Folds away clothes					
41. Hangs clothes on hook or hanger					
42. Properly dispose of soiled clothes					
43. Wipe shoes on mat when dirty					
44. Polish shoes					
45. Uses umbrella					
46. Irons clothes					
47.					
48.					
49.					

Appendix E

I (cont'd.)
Self-Care Skills

	1	2	3	4	5
E. SAFETY AND FIRST AID					
Home and Sheltered Employment					
1. Identify harmful and dangerous objects					
2. Uses electrical devices safely					
3. Recognizes safety elements of fire threat					
4. Recognizes containers that are poisonous					
5. Uses bathtub or shower safely					
6. Practices safety on stairs					
7. Uses tools safely					
8. Uses machines safely					
9. Knows emergency telephone procedures					
10.					
11.					
12.					
School and Recreation					
13. Enters, exits and rides the school bus in a safe manner					
14. Looks before crossing the street					
15. Uses safe practices around playground equipment					
16. Knows when to cross at intersections with traffic signals					
17. Practices rules of safety in recreational activities					
18.					
19.					
20.					
Care of Simple Injuries					
21. Wash affected area					
22. Apply antiseptic and creams					
23. Apply bandaids or simple bandages					
24. Report and/or self treat minor burns, animal bites, small cuts and nosebleed					
25.					
26.					
27.					

Appendix E

II
Basic Communication Skills

	1	2	3	4	5
A. LISTENING OR RECEPTIVE ABILITY					
1. Imitates motor movements					
2. Auditory Focusing					
3. Auditory Awareness					
4. Listens for information					
5. Auditory Figure-Ground					
6. Auditory Discrimination					
7. Recognize sounds in isolation animal/objects					
8. Auditory Memory					
9. Auditory Sequencing					
10. Auditory Blending					
11. Auditory Association					
12. Knows environmental sounds					
13. Follows directions or commands					
14. Listens for equipment					
15.					
16.					
17.					
B. PRE ARTICULATION					
1. Has normal breathing pattern					
2. Has lip control					
3. Has tongue control					
4. Imitates speech movement					
5. Vocalizes feelings					
6.					
7.					
8.					
C. SPEAKING OR EXPRESSIVE SKILLS					
1. Imitates sounds					
2. Imitates words					
3. Identifies pictures of commonly spoken words					
4. Knows vowel sounds					
5. Knows consonant sounds					
6. Repeats functional phrases and sentences					
7. Independently produces functional words					
8. Comprehends the meaning of commonly spoken words (i.e., yes, no . . .)					
9. Independently produces functional phrases and sentences					
10. Responds verbally to questions					
11.					
12.					

Appendix E

III
Social Skills

	1	2	3	4	5
A. SELF-CONTROL BEHAVIORS					
1. Emotionally stable in most everyday situations					
2. Controls temper (not prone to verbal or physical outbursts)					
3. Accepts change in routine					
4. Accepts losing in game situations					
5. Waits turn					
6. Responds positively to authority					
7. Accepts criticism					
8. Feels secure					
9. Able to express feelings					
10.					
11.					
12.					
B. SOCIAL AMENITIES					
1. Uses appropriate polite greeting and parting words (i.e., hello, goodbye)					
2. Performs proper physical social amenities (i.e., handshake, wave)					
3. Makes simple introductions					
4. Displays proper eating and table manners					
5. Has respect for privacy of others					
6. Knows correct telephone usage					
7. Socially appropriate for specific environments					
8. Dating etiquette					
9.					
10.					
11.					
C. GROUP PARTICIPATION					
1. Participates appropriately in team games					
2. Interacts and enjoys group play					
3. Behaves appropriately while attending assemblies, plays, etc.					
4. Behaves appropriately on various modes of transportation					
5. Behaves appropriately on field trips					
6. Participates as a member of the family, class, group home, or residential unit					
7.					
8.					
9.					

Appendix E

III (cont'd.)

D. PERSONALITY	1	2	3	4	5
1. Has a positive self-concept					
2. Enthusiastic and has fun in most work and social activities					
3. Shows and accepts criticism					
4. Participates and shows some leadership in play and work					
5. Takes care of and distinguishes between personal property and the property of others					
6. Complies with rules and regulations of school/home					
7. Is truthful and honest					
8. Is dependable					
9.					
10.					
11.					
E. SEX EDUCATION					
1. Recognizes body parts and is aware of their function					
2. Recognizes and understands physical changes during puberty and adolescence					
3. Is knowledgeable and exhibits some understanding of the sexual self					
4. Appropriate behavior with opposite sex					
5. Understanding of birth control measures					
6.					
7.					
8.					

Appendix E

IV
Perceptual-Motor and Physical Skills

	1	2	3	4	5
A. BASIC MOVEMENT					
Non-Locomotor Skills					
1. Sits					
2. Bends					
3. Stretches					
4. Swings (arms/legs)					
5. Rotates various body parts					
6. Turns various body parts					
7. Twists various body parts					
8. Starts/Stops					
9. Stands					
10. Squats					
11. Kneels					
12.					
13.					
14.					
Locomotor Skills					
15. Crawls					
16. Creeps					
17. Rolls					
18. Jumps					
19. Hops					
20. Leaps					
21. Runs					
22. Gallops					
23. Marches					
24. Slides					
25. Dodges					
26. Skips					
27. Starts/Stops					
28.					
29.					
30.					
Motor Skills					
31. Pushes/Pulls					
32. Lifts					
33. Carries					
34. Climbs stairs					
35. Arm hangs					
36. Hits an object					
37. Kicks					

Appendix E

IV (cont'd.)

	1	2	3	4	5
38. Throws					
39. Bounces					
40. Catches					
41.					
42.					
43.					
B. PERCEPTUAL MOTOR SKILLS					
1. Adequate body image					
2. Laterality (right from left)					
3. Directionality (up/down)					
4. Directionality (forward/backward)					
5. Tactile and kinesthetic perception					
6.					
7.					
8.					
C. PHYSICAL FITNESS					
1. Adequate strength					
2. Adequate flexibility					
3. Adequate endurance					
4. Static balance (both feet/one foot)					
5. Dynamic balance (both feet/one foot)					
6. Adequate agility					
7. Runs fast (speed)					
8. General coordination					
9. Reacts quickly					
10.					
11.					
12.					

Appendix E

V
Functional Academic Skills

	1	2	3	4	5
A. READING					
Visual Skills					
1. Matches colors					
2. Matches shapes					
3. Matches sizes					
4. Matches pictures					
5. Identifies and names colors					
6. Identifies and names shapes					
7. Identifies and names sizes					
8. Discriminates colors					
9. Discriminates shapes					
10. Discriminates sizes					
11. Identifies and names upper case letters					
12. Identifies and names lower case letters					
13. Matches lower with upper case letters					
14. Produces left-right sequences					
15. Has visual sequential memory					
16.					
17.					
18.					
Listening Skills					
19. Auditory discrimination					
20. Auditory figure-ground					
21. Auditory association					
22. Auditory memory					
23.					
24.					
25.					
Basic Sight Vocabulary Skills					
26. Identifies own name					
27. Identifies basic color words					
28. Identifies days of the week					
29. Identifies body part words					
30. Identifies safety words					
31. Identifies number words					
32. Identifies family titles					
33. Identifies months of the year					
34. Identifies public sign words					
35. Identifies public building title words					
36. Identifies fruit and vegetable words (food words)					
37. Identifies weather words					

Appendix E

V (cont'd.)

	1	2	3	4	5
38. Identifies public titles					
39. Identifies clothing words					
40. Identifies home and furniture words					
41. Identifies directional words					
42. Identifies action words					
43.					
44.					
45.					
Oral Reading					
46. Reads phrases orally					
47. Reads simple sentences orally					
48. Reads short stories orally					
49. Demonstrates comprehension in reading					
50.					
51.					
52.					
B. WRITING					
Pre-Writing Skills					
1. Holds a pencil					
2. Draws basic stroke-slant right/left					
3. Draws basic stroke-down					
4. Draws basic stroke-across					
5. Draws basic stroke-circle					
6.					
7.					
8.					
Tracing Skills					
9. Traces horizontal lines					
10. Traces vertical lines					
11. Traces circle					
12. Traces square					
13. Traces cross					
14. Traces triangle					
15. Traces rectangle					
16. Traces upper case straight line letters					
17. Traces lower case straight line letters					
18. Traces upper case curved and circular letters					
19. Traces lower case curved and circular letters					
20. Traces numbers					
21. Traces own age					

Appendix E

V (cont'd.)

	1	2	3	4	5
22. Traces own telephone number					
23. Traces own name					
24. Traces own address					
25.					
26.					
27.					
Copying Skills					
28. Copies horizontal lines					
29. Copies vertical lines					
30. Copies circle					
31. Copies square					
32. Copies cross					
33. Copies triangle					
34. Copies rectangle					
35. Copies upper case straight line letters					
36. Copies lower case straight line letters					
37. Copies upper case curved and circular letters					
38. Copies lower case curved and circular letters					
39. Copies numbers (0-10)					
40. Copies age					
41. Copies telephone number					
42. Copies name					
43. Copies address					
44.					
45.					
46.					
Writing Skills					
47. Writes name independently					
48. Writes age independently					
49. Writes telephone number independently					
50. Writes address independently					
51. Writes important words independently					
52. Writes important names independently					
53.					
54.					
55.					
C. SPELLING					
1. Spells name					
2. Spells address					
3. Spells city					
4. Spells state					
5. Spells words of current interest (i.e., Christmas, etc.)					

Appendix E

V (cont'd.)

	1	2	3	4	5
6. Spells words important to self (i.e., names of family members, etc.)					
7.					
8.					
9.					
D. MATH SKILLS					
Readiness					
1. Classifies objects					
2. Understands one-to-one correspondence					
3. Understands seriation or ordering					
4.					
5.					
6.					
Number Skills					
7. Counts orally					
8. Counts objects					
9. Selects a certain number of objects from a group					
10. Identifies and names numerals					
11. Counts by twos, fives, and tens					
12. Adds objects					
13. Subtracts objects					
14.					
15.					
16.					
Vocabulary					
17. Recognizes addition words and signs (i.e., plus (+), more, add, sum)					
18. Recognizes subtraction words and signs (i.e., minus (−), take away, subtract, less)					
19. Knows other math vocabulary words (i.e., all, some, none, next, etc.)					
20. Knows ordinal words (i.e., first, second, etc.)					
21. Knows time words (i.e., night, day, noon, minute, second, half hour, etc.)					
22. Knows money words (i.e., penny, nickle, dime, etc.)					
23. Knows seasonal words (i.e., fall, winter, etc.)					
24. Knows measurement words (i.e., big, little, inch, foot, yard, etc.)					
25.					
26.					
27.					

Appendix E

V (cont'd.)

	1	2	3	4	5
Monetary Concepts					
28. Identifies and names basic coins					
29. Identifies and names basic currency					
30. Identifies and names money symbols (¢ and $)					
31. Reads price tags					
32. Understands simple coin conversion					
33. Counts change					
34. Makes simple change					
35. Independently purchases small value items					
36.					
37.					
38.					
Measurement					
39. Discriminates by size					
40. Reads a weight scale					
41. Reads a thermometer					
42. Uses a ruler to measure					
43. Uses measuring cups and spoons					
44.					
45.					
46.					
Basic Math Processes					
47. Adds one-digit numbers					
48. Adds two-digit numbers					
49. Subtracts one-digit numbers					
50. Subtracts two-digit numbers					
51.					
52.					
53.					
Time and Calendar Skills					
54. Names certain time of day					
55. Names the days of the week					
56. Names the months of the year					
57. States the number of days in a week, the weeks in a month, months in a year and weeks in a year					
58. Names the current day and date					
59. Names the major holidays					
60. Tells the time by the hour, half hour, quarter hour and minute					
61.					
62.					
63.					

Appendix E

VI
Recreation and Leisure Time

	1	2	3	4	5
A. RECREATIONAL ACTIVITIES					
1. Participates in bicycling					
2. Participates in bowling					
3. Participates in camping					
4. Participates in hiking					
5. Participates in fishing					
6. Participates in scouting					
7. Participates in swimming					
8. Participates in gymnastics					
9. Participates in skating					
10. Participates in dancing					
11. Participates in other recreational activities Specify ( )					
12.					
13.					
14.					
B. LEISURE TIME ACTIVITIES					
Arts and Crafts					
1. Tears construction paper					
2. Works with clay					
3. Colors with a crayon					
4. Traces shapes					
5. Paints					
6. Pastes					
7. Uses scissors					
8.					
9.					
10.					
Musical Activities					
11. Participates in free movement rhythms					
12. Participates in coordinated rhythms (i.e., claps hands)					
13. Participates in basic locomotor rhythms (i.e., walk, run, hop, to the music)					
14. Participates in basic nonlocomotor rhythms (i.e., movements of the body)					
15. Participates in imitative or creative movements					
16. Plays rhythm instruments					
17. Participates in singing					
18. Participates in formal dancing activities (i.e., folk or square dancing, etc.)					
19.					
20.					
21.					

Appendix E

VII
Economic Usefulness and Vocational Skills

	1	2	3	4	5
A. ECONOMIC USEFULNESS AND VOCATIONAL SKILLS					
1. Uses common household appliances (kitchen app., vacuum, mixer)					
2. Performs basic housecleaning chores					
3. Uses a washer and dryer					
4. Plans, prepares and serves simple foods					
5. Assists in grocery shopping					
6. Does simple sewing and mending					
7. Assists in babysitting or childcare					
8. Contributes to yard maintenance or gardening					
9. Cleans and washes car					
10.					
11.					
12.					
B. VOCATIONAL SKILLS					
Relevant Functional Academic Skills					
1. Reads safety and community words					
2. Writes name, address, etc.					
3. Uses numbers					
4. Tells time					
5. Knows money value					
6. Uses common measurements					
7.					
8.					
9.					
General Work Attitudes and Traits					
10. Has motivation to work					
11. Has necessary social interpersonal skills					
12. Is flexible and can work with others					
13. Has acceptable dress and necessary personal hygiene skills					
14. Follows directions					
15. Is punctual and completes assigned tasks					
16.					
17.					
18.					
Work Related Independent Skills					
19. Uses a time clock					
20. Uses public transportation					
21. Has simple budgeting and banking skills					
22.					
23.					
24.					

Appendix E

VII (cont'd.)

	1	2	3	4	5
Specific Vocational Tasks					
25. Uses vocabulary related tools (i.e., hammer, screw drivers, etc.)					
26. Paints					
27. Sands					
28. Sorts					
29. Collates					
30. Folds					
31. Packages and bags					
32. Assembles					
33. Weaves					
34. Types					
35. Makes bows					
36. Uses mop, broom for cleaning					
37. Uses industrial cleaning equipment (i.e., floor buffer)					
38.					
39.					
40.					

Appendix E

LBAG Scoring Sheet

Student Name ________________ Teacher ________________ Assessment Date ________________

	*Points Possible	Points Scored	Proficiency Percentage
I. SELF CARE SKILLS	500		
A. Eating and Drinking	50		
B. Toileting	45		
C. Clothing	200		
D. Personal Grooming and Health	115		
E. Safety and First Aid	90		
II. BASIC COMMUNICATION SKILLS	145		
A. Listening or Receptive Ability	70		
B. Pre-Articulation	25		
C. Speaking or Expressive Skills	50		
III. SOCIAL SKILLS	180		
A. Self-Control Behaviors	45		
B. Social Amenities	40		
C. Group Participation	30		
D. Personality	40		
E. Sex Education	25		
IV. PERCEPTUAL-MOTOR & PHYSICAL SKILLS	240		
A. Basic Movement	170		
B. Perceptual Motor Skills	25		
C. Physical Fitness	45		
V. FUNCTIONAL ACADEMIC SKILLS	655		
A. Reading	200		
B. Writing	215		
C. Spelling	30		
D. Math	210		
VI. RECREATION & LEISURE TIME	130		
A. Recreational Activities	55		
B. Leisure Time Activities	75		
VII. ECONOMIC USEFULNESS & VOCATIONAL SKILLS	185		
A. Economic Usefulness	45		
B. Vocational Skills	140		

*If other skills have been listed on this assessment, add 5 points for each new item.

Appendix F

Publishers of Assessment Instruments

American Association on
Mental Deficiency
5201 Connecticut Avenue, NW
Washington, DC 20015
Telephone: (202) 686-5400

Camelot Behavioral Systems
P.O. Box 3447
Lawrence, KS 66044

Chapel Hill Training-Outreach Project
Lincoln Center, Merritt Mill
Chapel Hill, NC 27514
Telephone: (919) 967-8295

Consulting Psychologist Press, Inc.
577 College Avenue
Palo Alto, CA 94306
Telephone: (415) 326-4448

The Council for Exceptional Children
1920 Association Drive
Reston, VA 22091

Curriculum Associates, Inc.
5 Esquire Road
North Billerica, MA 01862

Deltz Schoolcraft
Intermediate School District
Gladstone, MI 49837

The Devereux Foundation Press
Devon, PA 19333

Educational Performance Assoc.
563 Westview Avenue
Ridgefield, NJ 07657
Telephone: (201) 941-1425

Fearon Publishers
6 Davis Drive
Belmont, CA 94002
Telephone: (415) 592-7810

H & H Enterprises
P.O. Box 3342
Lawrence, KS 66044
Telephone: (913) 843-4793

Hilda Knoblock, M.D.
Albany Medical College
Albany, NY 12208

Northwest Special Education
Learning Resource System
Clinical Services Building
University of Oregon
Eugene, OR 97403

Regional Resource Center
443 S. Gulph Road
King of Prussia, PA 19406
Telephone: (215) 265-3706

VORT Corporation
P.O. Box 11132
Palo Alto, CA 94306
Telephone: (415) 328-4366

Appendix G

Frequency Data Sheet #1

Name: ____________________ Date: ____________________

Session Number: ____________________ Time: ____________________

Recorder: ____________________ Score Key: Put a tally mark for each response observed.

Behaviour	Frequency
Hitting others with hand	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 ///
Hitting others with elbow	𝍸 𝍸 𝍸 𝍸 𝍸 //
Pushing materials off desk	𝍸 𝍸 //
Getting out of seat (during seat-work periods)	𝍸 𝍸

Recommendations: Would recommend eliminating hitting behaviours, as they appear to be most disruptive to the class and interfere most with learning.
Remarks: Seat-work periods involved only one of the five hours. The majority of hitting occurred during story time and group activities.

In these cases, duration records, which show the length of time each behaviour lasted, can be used. A stop watch may make a duration recording simpler.

Appendix G

Frequency Data Sheet #2

Name: ______________________ Date: ______________________
Session Number: ______________________ Session Length: 9 - 11:30, 1 - 3:30 (5 hours)
Recorder: ______________________
Score Key: Put a tally mark for each response observed in each time slot.

Time Slot

Behaviour	9-9:30	9:30-10	10-10:30	10:30-11	11-11:30	1-1:30	1:30-2	2-2:30	2:30-3	3-3:30
Hitting others with hand.										
Hitting others with elbow.										
Pushing materials off desk.										
Getting out of seat (during seat-work periods).										

Recommendations: Would recommend eliminating hitting behaviours because they appear to be disruptive to the class and interfere with learning.
Remarks: Out-of-seat behaviour occurred for several minutes at a time. Note the times at which the majority of the hitting occurred (storytime, group time).

Appendix G

The first consideration is to change the child's environment to meet unmet needs. Needs such as the following may lead to interfering behaviours:
- the need for more attention or recognition from adults or peers;
- the need for physical activity;
- the need to satisfy the child's being hungry, tired, cold, or warm.

If environmental changes do not alleviate the problem, or if these changes cannot be made the teacher moves other children with his hand or elbow during his hours at school for three consecutive days; — using positive reinforcement. Positive reinforcement takes place when a behaviour increases or remains high because it is rewarded. The pleasurable object or event that follows the behaviour and thus maintains or increases it is called a "positive reinforcer". Note that a reward is a positive reinforcer only if (a) the individual will work in order to acquire it, and (b) the behaviour increases or maintains its frequency because of the reward.

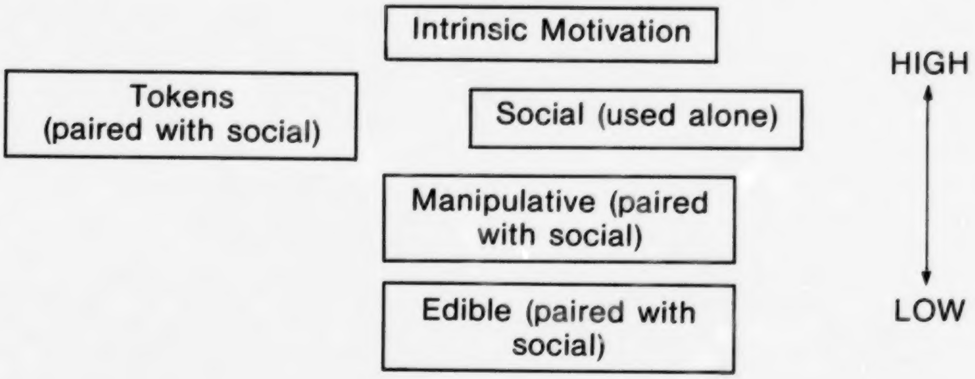
The following principles are important if the use of reinforcement is to be successful:
- Reinforcement must be immediate.
- Reinforcement must be small.
- At first reinforcement must be given every time the desired behaviour occurs, and then intermittently.

Positive reinforcement should be used in every program aimed at eliminating interfering behaviour. Acceptable behaviour is identified and then reinforced (e.g., to eliminate "hitting", reinforce "not hitting"; to eliminate "tantrums", reinforce "no tantrums"). As the desired behaviour increases due to positive reinforcement, the undesirable behaviour will automatically decrease.

The following are examples of the kinds of reinforcers that can be used:
- edible reinforcers (food or drink). Non-nutritional reinforcers such as candy or pop should be avoided;
- manipulative reinforcers (toys, objects, or events);
- token reinforcers (money, stars, poker chips, etc.). These can be collected and used to earn play time, the use of a favourite toy, paper and pencil for "writing a pretend letter to Mommy", or spending privileges at a "play store";
- social reinforcers. The aim is to move the child from the lower to higher levels of reinforcement, with edible reinforcers at the lowest level and social or token reinforcers at the highest level. Social reinforcement is always paired with other types so that the child will eventually perform for social rewards alone. The child is given reinforcement at the highest level possible. The use of reinforcers at lower levels is then avoided. As long as the child will work for the reinforcer and as long as the particular behaviour is increasing or being maintained, the reinforcer can be judged effective.

Appendix G

Reinforcement Hierarchy


Intrinsic Motivation
Tokens (paired with social)
Social (used alone)
Manipulative (paired with social)
Edible (paired with social)
HIGH
LOW

To find specific reinforcers for a child, the teacher should:
- observe the child's natural likes;
- ask the child's parents or others working with the child what the child likes;
- ask the child what he or she wants or likes;
- try out a variety of foods, toys, etc., with the child.

Keep a Record of Progress

The teacher's response to the "desirable behaviour" (e.g., not hitting) in a behaviour program is positive reinforcement. The teacher must also respond to the "undesirable" or interfering behaviours (e.g., hitting) and may do so in one of the following three ways:
- by completely ignoring the undesirable behaviour;
- by removing or depriving an individual of a quantity of reinforcers for exhibiting an undesirable behaviour;
- by removing access to positive reinforcement.

Daily records of the child's progress in a behaviour program should be kept in order to ascertain whether success is occurring. A record of the frequency or duration of the undesirable behaviour should be made. Often bar or line graphs are excellent means of illustrating progress. In some instances the child may not be showing progress. The teacher should be aware that a normal recurrence of the behaviour may take place after a program has been implemented. With a continuation of the program, the behaviour should drop back to a low level within a short period of time.

If the program remains unsuccessful, the teacher should "trouble-shoot" or examine the program for possible reasons for failure (e.g., choice of reinforcement, relationship between teacher and child, appropriateness of program, consistency, child's level of development, efficiency in use of techniques, etc.).

Appendix H

EVALUATION/RECORDING SYSTEMS

STUDENT ____________________ TEACHER ____________________ MONTH ______________________________

SKILL ____

Day	Mon		Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
Date																										
10																										
9																										
8																										
7																										
6																										
5																										
4																										
3																										
2																										
1																										
Number of Trials	Total Responses	✓																								
		M																								
		P																								
		X																								

Key:

✓ - Performed correctly with verbal command
M - Performed correctly with minimal prompt
P - Performed correctly with physical direction
X - Did not perform

Developed by Pat Whitman, Moncton, N.B.

Appendix H

Name ____________________

Objectives

Key

✓ - Performed Correctly With Verbal Command
M - With Minimal Prompt
P - With Physical Prompt
X - Did Not Perform

Appendix H

STUDENT: ______________ **TEACHER:** ______________

CHAPTER: ______________

AREA TITLE: ______________

PAGE: ______________

SKILL: ______________

TERMINAL BEHAVIOUR: ______________

____

____

____

PROMPT LEVELS

1 Total Physical Assistance-No Cooperation
2 Total Physical Assistance-With Cooperation
3 Partial Physical Assistance
4 Command and Model
5 Command and Gesture
6 Command Only
7 Self-Initiates

PHASE	Pretest	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Developed by Kathy Sivitilli, Minto, N.B.

Appendix H

Individual Program Plan

PUPIL ______________________________

SCHOOL ____________________ TEACHER ______________________________

DATE	INSTRUCTIONAL OBJECTIVES (Short-Term Objectives with Conditions & Criteria)	EVALUATION Date
		Achieved ☐ Not Achieved ☐ Requires Revision:
		Achieved ☐ Not Achieved ☐ Requires Revision:
		Achieved ☐ Not Achieved ☐ Requires Revision:

Appendix I

Economic, Home Usefulness/Vocational

MCADAM EAST SCHOOL

Pupil Progress Report
1983 to 1984

Pupil's Name ____________________

Date ____________ Class ____________

Teacher ____________ Principal ____________

Days Absent ____________________

Self-Care:

Comments:

Communication:

Parent's Signature ____________________

Teacher's Signature ____________________

Appendix I

Personal/Social:	**Functional Academics:**
Physical Education/Perceptual Motor:	**Recreation/Leisure Time:**

Appendix J

LOCATION ADDRESS AND PERSON TO CONTACT FOR LOAN OF RESOURCE AND REFERENCE MATERIALS

FREDERICTON

ADDRESS: School District #26
P.O. Box 10
Fredericton, N.B.
E3B 4Y4

CONTACT PERSON: Mrs. Charlotte Campbell
Director, Auxiliary Classes

MONCTON

ADDRESS: School District #15
1077 St. George Blvd.
Moncton, N.B.

CONTACT PERSON: Mr. Dan Longaphie
Auxiliary and Special Education Coordinator

SAINT JOHN

ADDRESS: School District #20
384 Lancaster Avenue
Saint John, N.B.
E2M 2L5

CONTACT PERSON: Ms. Darlene Perner
Supervisor of Auxiliary Classes

Appendix K

REQUEST FOR MATERIALS

Date ______________________________

Material Requested

Title ____________________________________ Code #________________

Title ____________________________________ Code #________________

Title ____________________________________ Code #________________

Name of Person Requesting Materials ______________________________

Mailing Address ____

____

Telephone _________________________

School ____

Materials may be borrowed for a 3-week period.

OFFICE USE ONLY

Date Sent _____________________ Due Date _____________________

Please complete and send to contact person listed in Appendix J.